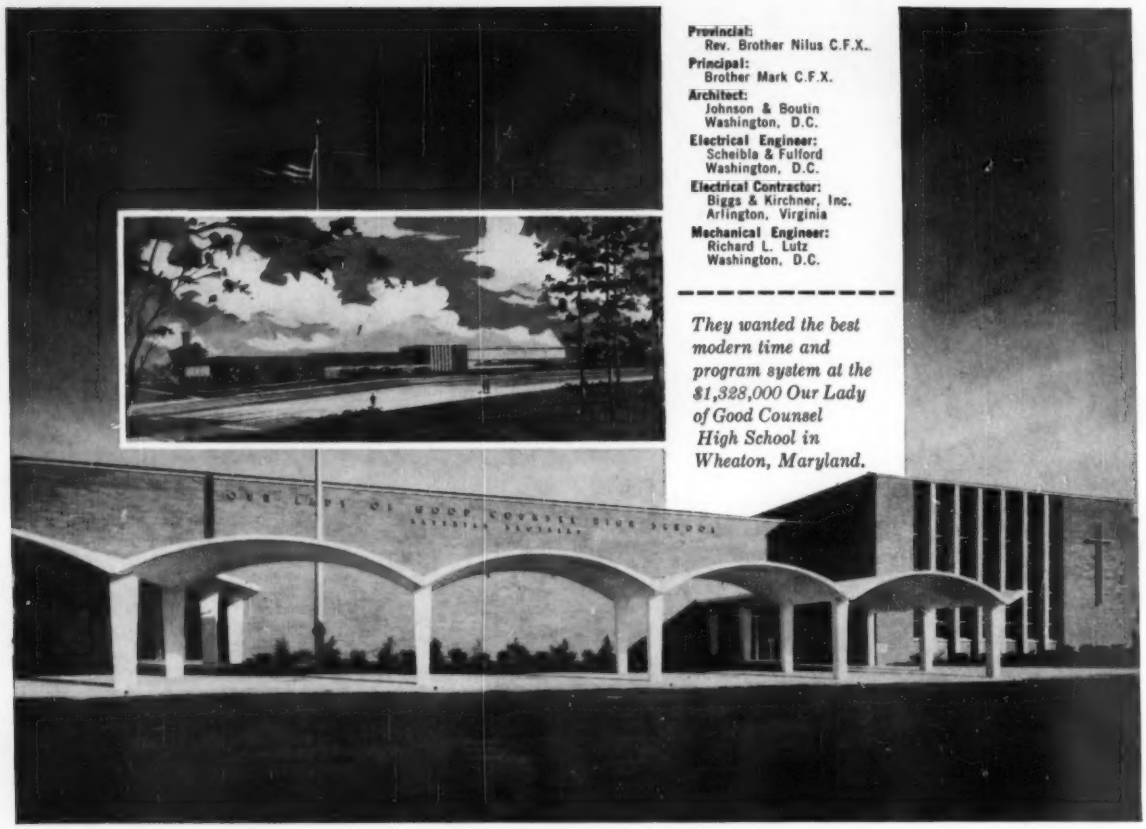
the
AMERICAN SCHOOL BOARD JOURNAL
a periodical of school administration

merit rating?

(see page 35)



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A product of the laboratories of one of the largest clock manufacturers in the world—YOUR GUARANTEE of performance, quality and dependability.

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JOHNSON PNEUMATIC CONTROL

assures modern environment for modern education

Recently completed at Spokane, Washington, Shadle Park High School is an example of much that is newest and most progressive in school construction. This spacious building is especially noteworthy for the exceptional completeness of its facilities and for the interesting concept of concentrating all classrooms in a single block 400 feet long. A specially planned Johnson Pneumatic Temperature Control System was installed to provide the finest in automatic temperature regulation.

The flexibility of a Johnson Pneumatic System is ideal for such a school. Temperatures can be controlled by individual rooms as well as by groups of rooms, areas, and zones. Johnson Thermostats automatically maintain the temperatures at which they are set. Thermostats in any or all sections can be reset from a central point, to operate at low nighttime-economy temperatures for "after-hours" fuel savings.

The flexibility, pneumatic simplicity, and dependability of the Johnson System make possible the finest thermal environment, at a lifetime cost far less than with any other type of control. Its adaptability makes a Johnson System practical for any size or type of building, from the largest to the smallest.

It will pay you to investigate Johnson Control for your new school or modernization program. Your consulting engineer, architect, or nearby Johnson Branch will be glad to supply complete information. Johnson Service Company, Milwaukee 1, Wis. 105 Direct Branch offices.

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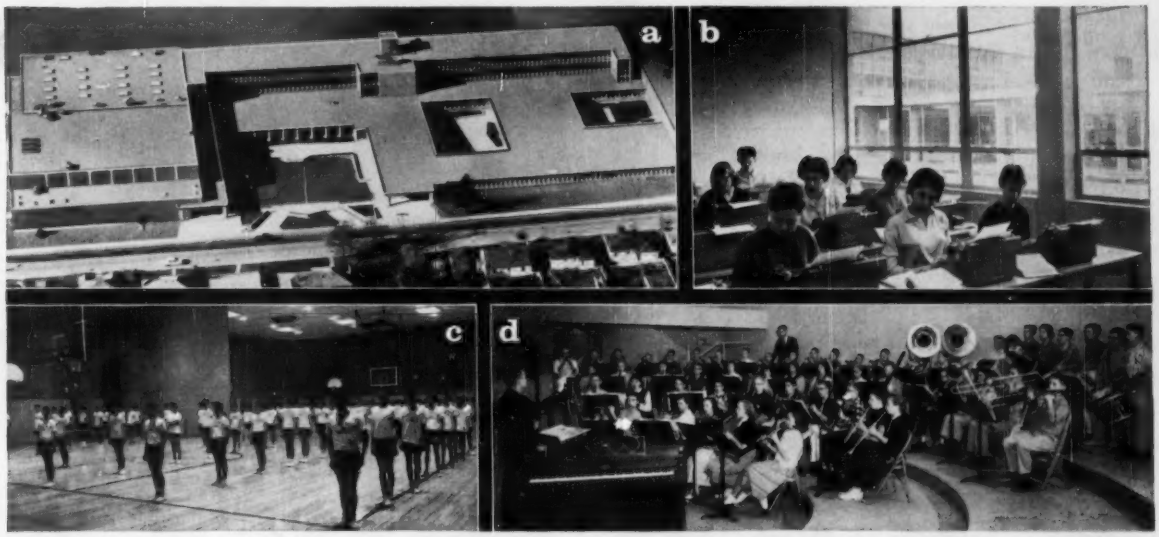
PNEUMATIC SYSTEMS

DESIGN • MANUFACTURE • INSTALLATION • SINCE 1885



a Shadle Park High School, Spokane, Washington. Culler, Gale, Martell & Norrie, Spokane, and Perkins & Will, Chicago, architects; Lyle Marque & Associates mechanical engineers, Spokane; Henry George & Sons, general contractor, Spokane; Warren, Little & Lund and James Smyth Plumbing & Heating, mechanical contractors, Spokane.

b Large glass exposures ordinarily would produce sharp fluctuations in temperatures but, with a Johnson Thermostat on the wall of each room, the system easily compensates for the effects of solar heat gain.

c The handsome double physical-education plant includes dressing rooms, shower rooms, and administrative offices. Heating and ventilating equipment are accurately controlled by the Johnson System to provide comfort for every use . . . from small class instruction to "full house" for basketball games.

d Special facilities include a large band room, a choral room, and practice rooms. Correct thermal environment for each, under varying conditions of occupancy, is provided by the Johnson System. Other rooms with comparable occupancy problems include a 500-seat cafeteria and a 1250-seat auditorium.

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School Bus Tire Problem:

Safety can't be sacrificed for economy

Question:

What tire combines both best?

Answer:

XTRA GRIP BY GOODYEAR

The constant stopping and starting required by school bus operations can shorten tire life, cause unexpected drains on the budget.

But XTRA GRIP features an especially tough tread compound that offers *as much as 40% more mileage than ordinary tires.*

In addition to protecting the budget balance, XTRA GRIP is far safer, more dependable in mud and snow, and on rain-slick or icy roads. Its new tread design, with up to 35% better traction, has a road grip that combats wheel-spinning, skids and sideslips.

Get savings *and* safety. Specify XTRA GRIP on your new buses, or for replacement needs. Call in your Goodyear dealer!

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MORE PEOPLE RIDE ON GOODYEAR TIRES THAN ON ANY OTHER KIND

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the AMERICAN SCHOOL BOARD JOURNAL

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October, 1959 Vol. 139, No. 4

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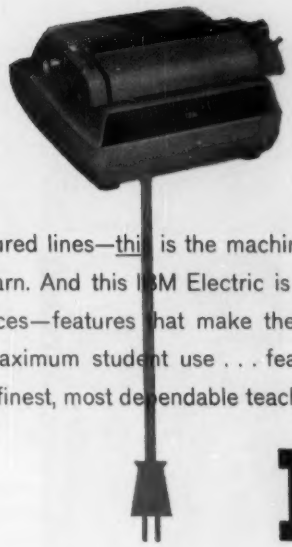

Just look at its beautiful, low profile, its cleanly sculptured lines—this is the machine that makes typing exciting, that stimulates in the student a desire to learn. And this IBM Electric is dramatically new on the inside too, with 28 important engineering advances—features that make the new IBM Electric a more durable typewriter for minimum down time, maximum student use . . . features that help your students learn faster with fewer errors. Yes, this is the finest, most dependable teaching typewriter made.

IBM®

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Your JOURNAL *for October...*

A variety of what we feel are solid articles about really important topics of the school scene keynotes your JOURNAL for October — and many of these features will be found specially interesting by members of the school team. . . .

. . . for *board members:* (1) an analysis of the effects that would result from changing the length of the school day (pg. 21); (2) an outline of the arguments in favor of separate instead of joint organization of public and school libraries (pg. 23); (3) a report on various methods that are now being used to bring pertinent facts about ETV to board members (pg. 33); (4) a discussion of the Molitor case, in which it was ruled that the schools in Illinois will be obliged to pay for any injuries that may be suffered, through the carelessness of school authorities, by students and others on school premises or school buses (pg. 53).

. . . for *administrators:* (1) an explanation of how to have a well-planned, economical publicity program in your school system (pg. 25); (2) a rundown on the power structure that's behind the administration of our schools (pg. 27); (3) a résumé of what has been done in more than 40 states to provide more funds for education (pg. 31).

. . . for *business officials:* (1) principles to follow in organizing a purchasing guide in the school system and the advantages in using such a guide (pg. 46); (2) a report on the new guide to purchasing school equipment under the NDEA (pg. 54).

OUR COVER . . .

The cover article (pg. 35) is a comprehensive progress report on merit rating, the merits of which have become a major concern in our schools.

This sampling of articles of interest to "special groups" does not include several features which we hope will be of interest to all our readers — and please don't forget those monthly departments.

for November...

After World War II, when more Americans traveled abroad, they began to recognize the need to be able to speak foreign languages fluently. Gradually, there came a shift in emphasis from a written to a speaking approach to language. With this shift in emphasis grew the need for language laboratories and the audio-visual method of teaching and learning. Your JOURNAL for November highlights this new trend with a survey on the high schools that are currently using language laboratories.

The Editor

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CHANGE OF ADDRESS. When you have a change of address kindly report it to us at once. Send us your old as well as your new address and be sure the Postmaster is notified. Postal regulations restrict forwarded service on magazines to two issues only.

DISCONTINUANCE. Notice of discontinuance of subscription must reach the Publication Office in Milwaukee at least 15 days before expiration date.

EDITORIAL MATERIAL. Manuscripts and photographs bearing on school administration, superintendence, school architecture, and related topics are solicited and will be paid for upon publication. Contributions should be mailed to Milwaukee direct and should be accompanied by return postage if unsuitable. The contents of this issue are listed in the "Education Index."

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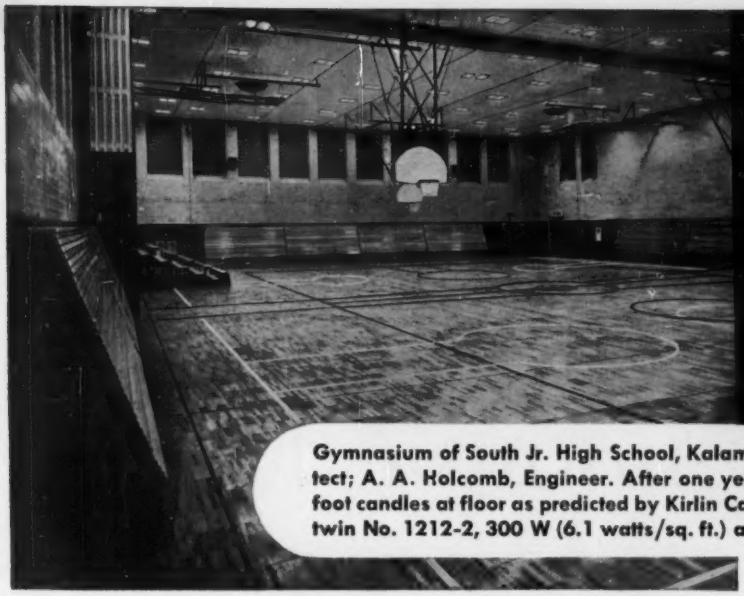

Kirlin . . . built-in METHOD of LIGHTING

WITH WIDE ANGLE LENS FOR WIDE DISTRIBUTION OF LIGHT RAYS

Gymnasium of South Jr. High School, Kalamazoo, Mich. Louis Kingscott, Architect; A. A. Holcomb, Engineer. After one year, measured intensity was 54 to 55 foot candles at floor as predicted by Kirlin Catalog 55, pp 16. Used were 108 Kirlin twin No. 1212-2, 300 W (6.1 watts/sq. ft.) at approx. 10′ centers on 25′ ceiling.

Delivers Greater Lighting Efficiency

due to Alzak glass-surfaced aluminum reflectors and KIRLIN prism lens.

It was proven on this job, and on many others, that the efficiency tables in the KIRLIN Catalog are correct—although higher than the IES Handbook tables for conventional recessed lighting.

Installation costs are less with Kirlin fixtures. Regular building wire, such as rubber covered, is run direct to exclusive heat-insulated junction box. No asbestos wire is needed.

- **Made in all sizes—square or rectangular—and in Fluorescent.**
- **Hinged rust-resisting doors in die cast frames suitable for outdoor locations.**
- **Wide-angle or concentrating lens.**
- **UL and IBEW Labels.**
- **In stock at leading wholesalers.**

Your client secures many advantages when you specify the KIRLIN Method. The wide distribution of light rays illuminates vertical surfaces, as for example in this gym it lights the sides of the basket balls and soft balls. There is more useful light from the lamps. (Light concentrated downward like rain lights only the TOP of a ball—in an auditorium or theater it emphasizes the bald heads.)

With the KIRLIN Method, nothing dangles from the ceiling to collect dust, an important factor in the home or office as well as in a gym. When equipped with shock-resisting lens nothing breaks when the ball hits the ceiling. Fixtures can be re-lamped from above the ceiling. Lighting maintenance costs are much less.

Specify the KIRLIN Method of Lighting and earn the gratitude of your clients. Catalogs and AIA data file on request.

KIRLIN "No-guard" EXITS use shock-resisting glass. Hinged, flush with wall.

For home use too—the Kirlin Lighting Method beautifies all rooms in the house.

The KIRLIN Co. 3435 E. JEFFERSON AVE. DETROIT 7, MICHIGAN

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How air conditioning can pay for itself in a new school building

1. *An air conditioned building can cost less to build*

2. *Maintenance costs are reduced*

3. *Teaching efficiency increases*

CITY	% classroom time, during the regular school year, that outdoor temperature is above 60 degrees
LOS ANGELES	86%
DALLAS	62%
WASHINGTON, D. C.	44%
ST. LOUIS	43%
CLEVELAND	34%
CHICAGO	32%
MINNEAPOLIS	25%

RECENT STUDIES concerning new school buildings bring significant facts to light.

You can build a modern, fully air conditioned school building *for less money* than it costs to build a conventional building, because it can be more compact. If the building is designed for air conditioning, the savings can more than *pay the cost* of the air conditioning equipment.

Moreover, the *operation* of the air conditioning *pays for itself*—due to greatly reduced cleaning, painting and decorating bills.

Most important, there is an increase in faculty and student efficiency. This means better teaching, better learning. Studies show that because of body heat and the sun's rays it takes outside air below 60 degrees to cool a school building without air conditioning.

When outside air is above 60 degrees, classrooms are sure to be uncomfortable. Above are some U.S. Government figures, showing the percentage of school-year classroom hours, in various cities, when the temperature is above sixty degrees.

These are the times when air conditioning is *vital*, if adequate efficiency in teaching and learning is to be maintained. Of course, these figures do *not* include the important summertime. With an air conditioned school, summer study is more popular. The school can be used in the hottest weather, day and night. It can also be utilized for recreational activities that would be impossible without air conditioning.

The other benefits of air conditioning—in terms of increased comfort and cleanliness—are immeasurable. Today, more than ever before, it is important to examine the economies of air conditioning *before* you build. See your architect or consulting engineer. Or write: Minneapolis-Honeywell, Department AJ-10-106, Minneapolis 8, Minnesota.

Honeywell

H HONEYWELL First in Control

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Classroom comfort means better learning, better teaching. **This is the attractive Honeywell Pneumatic Round Thermostat. It is used for both heating *and* air conditioning, and is the most accurate pneumatic thermostat available. With one in *every* classroom or recreation area, the teacher can adjust the temperature to fit the specific activity. Remember, only a thermostat *on the wall* can sense the temperature the way an occupant does.**

(For more information from advertisers, use the postcard on page 79)

Surveying the School Scene

news notes of special interest

NATIONAL COUNCIL REORGANIZES

The National Citizens Council for Better Schools, New York City, is reorganizing and curtailing its operations. President Henry Toy, Jr., said the reorganization was decided on at a recent meeting of the organization's trustees. The changes are in line with those suggested by a self-study and an outside evaluation by a concern engaged by the Fund for the Advancement of Education.

The Council will shortly embark on the third and final phase of its ten-year-old campaign to arouse interest in education and inform the public about its schools. The Council will cease its direct action program and will now concentrate on acting as a clearinghouse. It will supply printed material to help clarify the major problems of education for the use of state and local groups working for school improvement. .

PUPIL-TEACHER RATIO UP

The Virginia State Department of Education has reported substantial improvement in the pupil-teacher ratio in elementary schools during the past eight years.

In the school year recently ended, 7457 of the 17,289 elementary teachers had enrollments of fewer than 30 pupils. This compared with 5042 teachers in the same category in 1951–52, an increase of about 6 per cent.

During the eight-year period, the number of teachers having 31–35 pupils in classrooms rose from 4187 to 6108, a gain of 4.6 per cent. Classroom groups exceeding 36 pupils dropped 11 per cent.

CONFINED TO OLD TESTAMENT

Public school teachers at Chapel Hill, N. C., were asked by the board of education to confine any classroom devotional periods to reading the Old Testament "without comment, followed by a period of silent prayer or meditation." The action followed a complaint to the board by Rabbi Efraim M. Rosenzweig, director of the Hillel Foundation at the University of North Carolina, regarding devotional services and baccalaureate sermons in city schools.

TAPED LESSONS IN RURAL SCHOOLS

Three students in different rural schools in the Catskills will study Russian under an experimental program this fall, aided by the Ford Foundation.

Prof. Frank W. Cyr, of Teachers College, who acts as consultant on the project, said instruction in Russian will be carried out with magnetic tapes through the co-operation of Colgate University. Each student will do his studying in his own school, listening and recording, while other students in the room pursue other languages. Twenty-two central schools in Chenango, Otsego, and Delaware counties in New York have been taking part in the project.

SETS MAXIMUM OF 30 PUPILS

The Minnesota State Board of Education has approved a regulation setting a maximum of 30 pupils in grade school classes. A study will be made of a recommendation for a 30-student maximum in high schools. The board also approved a ruling requiring a year each of science and mathematics for high school graduation in 1963 and thereafter.

STOPS ADVANCE NOTICES

The Houston, Tex., board of education has voted to discontinue advance public notice of business planned for consideration at the meetings. Action was taken because of the complaint of a member, Dr. Henry Petersen, who stated that he had been importuned by citizens to accept their point of view on business which should be given thorough consideration.

SCHOOL TAX LOWERED

A drop of 11 cents in the tax rate from previous estimates was the welcome news received by local taxpayers from the Los Angeles, Calif., schools on July 15, with the approval by the Board of Education of the 1959–60 publication budget.

To finance the operating budget for next year will require a tax rate of $2.5239 per $100 of assessed valuation, actually a slight reduction from the $2.5383 needed during the 1958–59 school year.

CENTER FOR INSTRUCTIONAL TV

In New York, N. Y., a center for instructional television, the first of its kind in the United States, has been established at New York University in collaboration with the Radio Corporation of America. The Radio

(Concluded on page 64)

SAFWAY
Telescoping Gym Seats

Safway gym seats harmonize with the finest surroundings.

. . . handsome as fine furniture, yet sturdy, safe and trouble-free

YOU'LL really be proud of the appearance of your Safway gym seats . . . proud as you are of the superior vision, comfort and safety they provide for your spectators.

Extended or closed, the all-steel supporting structure is concealed under beautifully finished wood seat boards, foot boards and risers. The handsome natural grain shows through clear varnish, tinted to the rich, warm tone of Golden Oak.

When not in use, Safway gym seats telescope back into a self-contained "cabinet." Riser boards then line up vertically like fine wood panelling to give your gymnasium a clean, finished appearance.

You also benefit through important mechanical advantages built into Safway gym seats:

ALL WOOD IS SPECIALLY FINISHED

Seat, foot and riser boards are laminated Douglas Fir, selected to virtually eliminate cracking or splintering. Boards are carefully sanded and eased on all sides, with corners rounded. There are no sharp projections. Hand holds in the front riser board are smoothly rounded.

For fine appearance and durability, boards are treated with Safway's high quality base sealer and finished in clear Golden Oak varnish. The finish is rich but scuff-resistant . . . lustrous but not slippery . . . easy to keep clean. It will harmonize with the finest surroundings.

COMPLETE SPECTATOR COMFORT — Excellent sight lines from every seat. Extra-wide seat and foot boards; ample foot and leg room.

SMOOTH, EASY OPERATION—Safway telescoping principle eliminates binding, minimizes friction. No costly power equipment needed.

STRONG, RIGID CONSTRUCTION—Steel, not wood, carries the load. 8 steel columns under each section row, with horizontal and vertical steel bracing.

SIMPLE, EFFICIENT DESIGN—3 automatic locking devices. 8 self-lubricating wheels under each section row. Extra-long wheel carriages. Minimum of moving parts.

Get Safway recommendations!

Submit your seating requirements for recommendations by experienced Safway engineers. There is no charge for this service. And write today for your free copy of the new Catalog 1610.

SAFWAY®
STEEL PRODUCTS, INC.
6232 W. State St., Milwaukee 13, Wis.

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ASSOCIATION NEWS

ASBO MEETS IN MIAMI BEACH

The Association of School Business Officials of the United States and Canada will hold its 45th annual convention and exhibit at the Hotel Fontainebleau in Miami Beach, Florida, on October 11–15.

Featured speakers at the convention will include: Jeff H. Williams, "Oklahoma's Ambassador of Good Will," on "Worry — But Don't Go Nuts!"; Allan H. Mogensen, Director of the Work Simplification Conference in Lake Placid, New York, on "Work Simplification in Management Today," and "The Techniques of Scientific Office Management"; and John Fisher, Executive Director of the Canadian Tourist Association, on a "Goodwill Ambassador for Canada."

For further information, contact: Charles W. Foster, Executive Secretary, ASBO, 1010 Church Street, Evanston, Illinois.

A.F.T. TEACHERS CONVENE

At the opening session of the AFL-CIO American Federation of Teachers, in Minneapolis, on August 17, Carl J. Megel, president of the Federation, said that "The American Government is spending billions for bombs, but giving 'peanuts' to pupils." He called for a public school system modernized with scientific equipment and staffed by teachers competent to teach for the space age.

At a later session, a viva-voce resolution accused the NEA, saying that this organization "did not take a forthright stand in support of the decision of the Supreme Court of the United States, striking down segregation in our schools." Some of the delegates opposed the attack on the NEA as unprofessional and unethical, but their opinion did not prevail.

The 493 delegates, representing some 55,000 members, voted in favor of teachers' salary schedules to begin at $6,000 per year, increasing to $13,000 in eight years for teachers holding bachelor degrees. The professional education of teachers should emphasize a broad, liberal arts education and competence in subject matter, rather than teaching-method courses.

The delegates expressed opposition to all-year school sessions, forced transfers from school to school, the loyalty oath to be taken by students who receive defense-education loans. They favored frequent fire drills and 15-day cumulative annual sick leaves.

COMING CONVENTIONS

Oct. 11–15. Association of School Business Officials, Miami Beach, Fla., Hotel Fontainebleau. Secretary. Dr. Charles W. Foster, 1010 Church St., Evanston, Ill. Exhibits.

Oct. 13. Michigan Association of School Boards, Kellogg Center, East Lansing, Mich. Secretary: S. H. Sixma, College of Education, East Lansing, Mich. Attendance: 600. Exhibits.

Oct. 18–23. American School Health Association, Atlantic City, N. J., Hotel Claridge. Secretary: A. O. DeWeese, M.D., 515 East Main St., Kent, Ohio. Attendance: 3000. Exhibits.

Oct. 19–22. American Public Health Association, Atlantic City, N. J., Convention Hall. President: Leona Baumgartner, M.D., American Public Health Association, 1790 Broadway, New York 19, N. Y. Attendance: about 5000. Exhibits.

(Concluded on page 63)

(For more information from advertisers, use the postcard on page 79)

toughest in the class...

The Royal Electric comes from a long line of sturdy types. Ruggedness runs in the family.

All over the country, more and more schools are recognizing this fact.

PROOF? During the first six months of 1959, schools bought 50% more Royal Electrics than in the last six months of 1958.

That's half again as many in any language, a rousing vote of confidence in Royal reliability.

Like many rugged characters, the Royal Electric also has its gentle side. The touch, for instance. And the smooth, easy operation.

Fond of students and teachers, too. Makes typing easier to learn and easier to teach with exclusive features such as MAGIC® MARGIN and TWIN-PAK® RIBBON.

If you feel this kind of advantage belongs in the typing classes at your school, just telephone your Royal Representative. He'll be glad to introduce you to the Royal Electric...personally.

ROYAL® *electric*

Product of Royal McBee Corporation, World's Largest Manufacturer of Typewriters.

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"CLOSE SHAVE"

in the classroom

Drivotrainer teaches safer driving habits, better judgment without risking lives or property

For beginner or veteran, the *real* test of driving ability lies in an emergency! That's why students in high schools using the Aetna Drivotrainer system as a basic part of the driver education program are better, safer drivers. The Drivotrainer, an electro-mechanical training device, permits students to "drive" through all kinds of situations—face emergencies only a life-time of driving experience could duplicate. Conditioning students to react *instantaneously* and *correctly* is done in the classroom—without risk to life or property. Used in conjunction with dual-control on-the-road instruction, the Drivotrainer saves *teaching costs*, saves *time*, and saves *lives*.

With increasing need for expanded driver education placing more demands on teachers' time, high schools everywhere seek ways to teach more students better, faster and at lower cost. Here are three important advantages the Drivotrainer offers:

Better educational value—teaching basic driving skills, developing safer driving attitudes in a wide variety of learning situations.

Higher level of student proficiency—permitting instructors to drill students in facing emergencies until satisfactory level of performance is achieved.

Lower per pupil costs—multiplying the number of students that can be taught *without* increasing the teaching staff, making reduction of dual control on-the-road time possible.

Rockwell extends service to schools by manufacturing and distributing the Drivotrainer system which was developed as a public service by the Aetna Casualty and Surety Company. Working closely with a panel of nationally known educators, Aetna perfected the Drivotrainer at a considerable investment in time, money and effort. Now, with its effectiveness fully documented by educators, the Drivotrainer is taking a place in more high school driver education programs —and is used by both the U.S. Post Office and the U.S. Air Force in re-training experienced drivers.

Rockwell will continue to provide the same quality of product and of service which have won for Delta Power Tools a place in 72% of U.S. school shops, and that have made Rockwell measurement and control instruments the standards of quality in their fields. For further information on the Drivotrainer and Deferred Sales Plan, write: Rockwell Manufacturing Company, AVM Division, Dept. 401K, Pittsburgh 8, Pa.

No risk is involved when "emergency" is on film and student is at the wheel in the Drivotrainer classroom.

Students "drive" stationary cars equipped with all essential instruments and controls. Manipulative skills are developed as students become acquainted with basic traffic patterns taught through specially prepared film series.

Recorder and film projector are contained in central unit. Automatic scoring system prints actions of each student on master sheet, enabling instructor to follow individual performance.

DRIVOTRAINER

another fine product by

ROCKWELL

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Easy way to put

18 EXTRA DELTA "TOOLS"

to work in your school shop

In addition to providing you with the finest, *safest* power tools your students can use, Delta offers you the most *practical* school shop teaching "tools" available from any source. Layouts for new or expanding school shops, guides for specifying tools, instruction manuals, project ideas—these and many more are available *free*, or at special discount, to school shop administrators and instructors. And every Delta tool is backed by unequalled dealer cooperation and service, and by a staff of Delta School Representatives devoted exclusively to work in industrial arts and vocational education. That's why *more than 72% of all U. S. school shops teach with Delta Power Tools.*

SEND FOR COMPLETE LIST OF DELTA SCHOOL SHOP AIDS
—write Rockwell Manufacturing Company, Delta Power Tool Division, 408-K N. Lexington Ave., Pittsburgh 8, Pa.

DELTA POWER TOOLS
another fine product by
ROCKWELL

Hampden Chairs can take it!

STURDY FOLDING CHAIRS . . . LAST YEARS LONGER

Chairs also available with tablet arm; steel, padded, wood or foam rubber seat.

Hampden offers the finest quality style and value for every adult and juvenile public seating need — and in every price range.

Even Hampden's thrift-priced chairs are unusually strong, good-looking . . . have costliest chair features. They are comfortable and safe — won't tip or tilt. Enamel bonded on . . . rust resistant. **WRITE: Dept A-2 HAMPDEN, Easthampton, Mass.**

Hampden

Manufacturers of
PUBLIC SEATING • OUTDOOR and JUVENILE FURNITURE • BRIDGE SETS

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In the New Mills High School . . .

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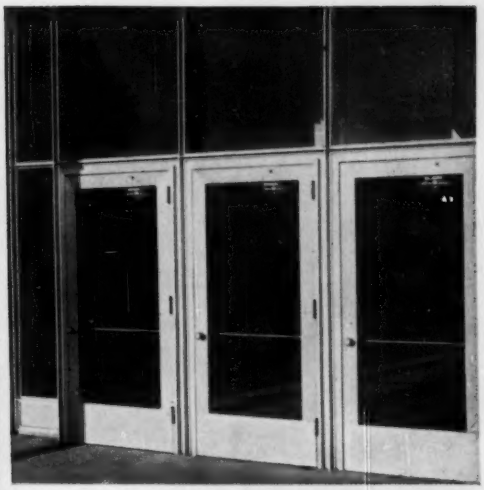

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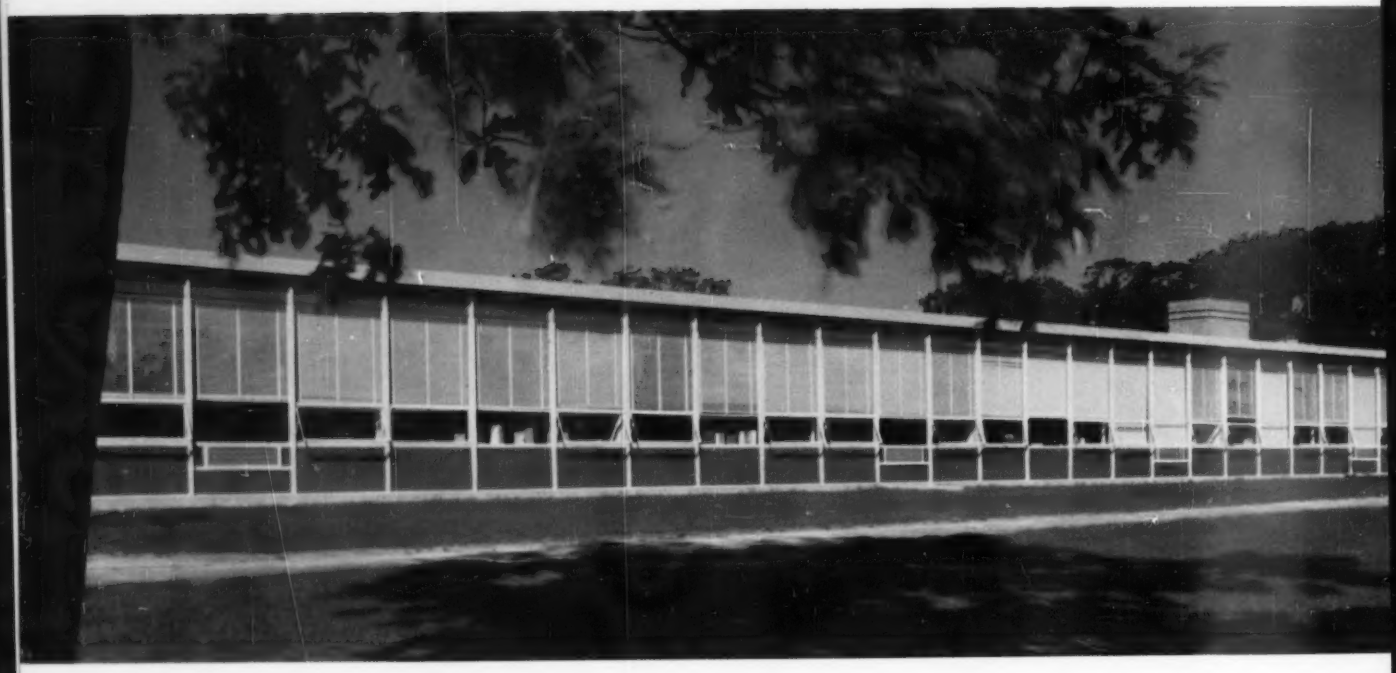

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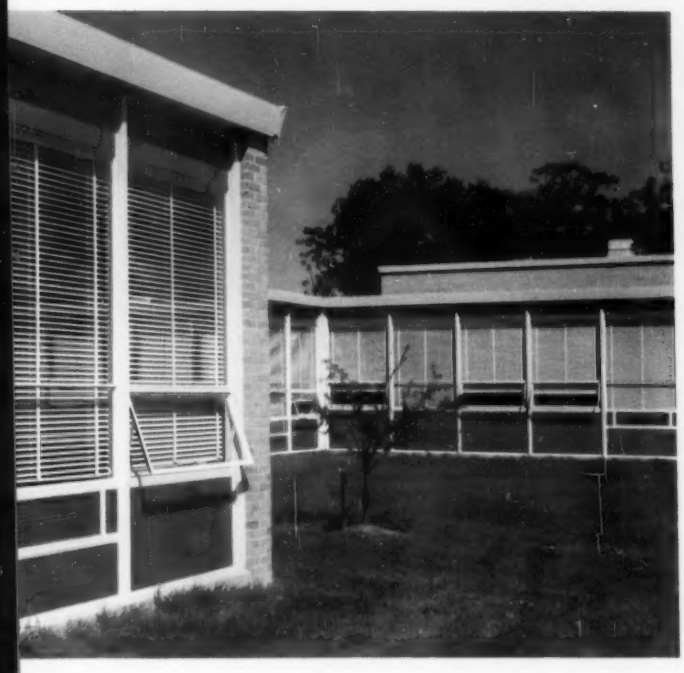

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the AMERICAN SCHOOL BOARD JOURNAL
October, 1959

On the organization of the school day —

Let's Look Before We Leap

G. L. PENK and GLENN F. VARNER
St. Paul, Minn.

"The cow jumped over the moon." One of the latest crises tempting school boards and administrators to "jump" involves the length and organization of the school day. Criticism of the existing organization and plans for change, proposals and counter-proposals all promising progress for our schools are presently flowing through both the professional and popular literature. As the pressure begins to mount, school systems throughout the nation appear poised to leap from established programs into new and untried patterns.

At first glance the re-shuffling of the minutes and hours of the school day may seem as inconsequential to the purposes of education as the "school marm" tasks of raising and lowering the window shades and dusting the chalk trays. A little reflection, however, reveals a much deeper significance. Whatever form our periods take will require the adjustment of all other elements of modern education. Our present philosophies and practices in methods, curriculum, the elective system, and co-curricular activities will be either curtailed or implemented by various time patterns. Additional costs cannot be overlooked either.

The plans now being presented for the modification of the school day involve either lengthening the day and maintaining the present period length or retaining the present length of day and obtaining more periods by shortening each class meeting. The two most popular proposals are the 55-minute, 7-period day and the 45-minute, 7-period day.

The upshot of the adoption of either plan goes far beyond re-setting the bell-clocks. There are three separate factors to be considered in evaluating the present schedule organization and any possible modifications. They are the cost of instruction, the effect on classroom learning, and the effect on the total curriculum.

To see how these factors are influenced by the various plans, let us examine a hypothetical situation involving a high school with a student population of 750 staffed with 25 full-time classroom teachers.

The Cost of Instruction

Under the present program of six 55-minute periods, the teachers are responsible for five class sessions, a total of 275 minutes of instruction, and have one preparation period each day. In comparison the 45-minute, 7-period day, teaching six periods with one for preparation, would have each teacher conducting 270 minutes of class. Under the 55-minute, 7-period day, again assuming a period for preparation, class sessions would total 330 minutes for each teacher.

With business and industry headed inevitably toward a 36- or 32-hour work week, increasing each teacher's day by the number of periods or minutes cannot be seriously considered as a solution to the additional costs apparently in the new plans.

In terms of minutes, the 45-minute, 7-period day would not necessarily force an increase in the budget for instructional salaries. The extra period, however, would be strongly resisted, and many teacher associations see this period as an additional preparation period for the teacher maintaining five sessions of instruction per day. This would call for additional teachers to fill the schedule. To retain each teacher's class time at the present level in a 55-minute, 7-period day, our example school of 25 teachers would need an extra five or six teachers which would increase the instructional staff's salaries approximately 25 per cent. Here teacher procurement would loom as large as the budget increase.

A longer school day would also result in higher maintenance and operating costs, fractional when compared with instructional salaries, but which must be considered nevertheless.

The Effect on Classroom Learning

Classroom learning may be effected by various lengths and numbers of periods in three different ways. One is the teacher-pupil time quotient, another is the trend in modern methodology, and the third has to do with teacher utilization.

In our example school, with an average of 30 students per class, we find that under the 55-minute, 6-period day each teacher will meet with 150 students in the 275 minutes of instruction. To determine the teacher-pupil time quotient, divide the total time by the number of students encountered each day. Under this plan, if the time were equally divided among the students, each would receive 1.83 minutes of instruction per period.

With the 45-minute, 7-period plan holding to the same class size, the amount of time available to each individual student is reduced to 1.50 minutes per period. Under the 55-minute, 7-period plan if the class size is reduced by hiring the additional teachers mentioned earlier, the teacher-pupil time quotient is increased to 2.20 minutes per period.

Modern methodology is effected by the different schedules in terms of the activities possible within the period. The major value of the adoption of the 55-minute period over the previous 45-minute period was the emergence of real learning experiences in the classroom as opposed to lesson hearing. As teachers experimented with various types of new and extended activities which could be conducted in the longer period, research substantiated the new methodology. Pupil participation became more than individual or chorused answers to set questions, and in contrast with the previously

teacher-dominated situation, the classroom became a teacher-guided laboratory of individual and group inquiry and learning.

While this type of instruction was admittedly slower moving and required more time, its lack of time economy was felt to be more than offset by the increased values derived from greater student participation.

The adding of the seventh 55-minute period retains this characteristic of education. Reversion to the 45-minute period, no matter how many periods were offered, would to varying degrees limit both the scope and the nature of the classroom activities which could be conducted.

The effects of the various plans on teacher utilization has two separate aspects. The first is the number of preparations required of each teacher, and the second is the number of students instructed each day. Both have great bearing on the efficiency and the effectiveness of instruction.

Recent research reports indicate that teachers with two different lesson preparations can be expected to achieve optimum results in the classroom. Many teachers can handle three different preparations effectively, and some few can undertake four different classes. For the majority of teachers, however, it can be seen readily that as the number of preparations goes up, the time available for adequate planning of daily lessons goes down proportionately.

If the purpose of changing the schedule of the day is achieved, allowing the students to engage in a more diverse curriculum, it means that each school will be offering a wider range of subjects. This will necessitate additional lesson preparations for the teaching staff.

For the school where such additional preparations can be spread over a large staff, this would not necessarily constitute a problem. The smaller school, however, faces a clear and present danger. The attempt to improve education by offering a larger number of courses may actually result in lower achievement because the faculty has been spread too thin and is overburdened. This would depend on the background and the organization of the teaching staff.

The second aspect of teacher-utilization would involve the total number of students met each day aside from the teacher-pupil time quotient. Going back to our example school, we see that presently the teacher encounters 150 students per day. In most cases teachers find it difficult enough now to really get to know their students beyond their names, their most pertinent test scores, and their day-to-day attitudes and behavior patterns. Information about their interests, their developing philosophies, and their personal problems is too often discovered too late to be utilized.

With a 45-minute, 7-period day, each teacher could be meeting with 180 students rather than 150 which would serve to intensify this problem. The reduction of class size as discussed earlier for the 55-minute, 7-period day would maintain the total student enrollment per teacher at 150.

In this respect it would be the smaller school which would have the advantage for many of these students encountered each day would be repeats from earlier classes. It is conceivable that one student could be enrolled in three classes with the same teacher. The disadvantage of the large school would be the equally conceivable fact that each of the students enrolled in class might be new to the teacher.

Effect on Total Curriculum

Recent years have seen the justification for calling co-curricular those activities which were previously referred to as extra-curricular. The effect of the schedule on these activities is regarded by many to be as important as the effect on classroom instruction.

Shortening each period to include more periods within the same school day will have little or no effect on these activities except where the extra period gained is used to include the co-curricular program within a regularly scheduled period. Research offers little apparent justification for such a change.

However, the tacking of an extra period on the day, whatever its length, will have an effect on these "out-of-school" experiences. Even with a minimal amount of time for passing from room to room and eating lunch, the 55-minute, 7-period day means the pupil is putting in a 7½ hour day. To add another hour or two for athletic practice, play or music rehearsal or like activities would be questionable both from a physical and mental health standpoint. The ramifications of such a situation will not be easily disposed of in any school system.

Another factor to be considered concerning the curriculum is the scope of teaching proficiencies of the instructional staff, and concerns the number of different subjects the teachers can conduct. Before a school decides to enlarge its curriculum, how this enlarging is to be accomplished must be determined. Adding more courses in most cases will require additional teachers of suitable experience and educational background. If such staff additions are precluded by budgetary limitations, the result may be but an offering under different titles of more of what is already being taught.

Additional Tests

All of the proposals submitted for changing or retaining our schoolday schedule must also be examined beyond the above considerations. The second examination consists of three separate tests — experimentation, community value, and feasibility.

The greatest need is for experimentation. On paper, the plans being proposed appear to have certain advantages and disadvantages. It is entirely possible that some of these disadvantages would not exist in practice or the advantages on the other hand might not be forthcoming. The only way to find this out is to try them, experiment with them, test the pudding by its taste.

Progress must be clearly differentiated from change merely for the sake of change. The responsibility to society of both the school board and the school administrators does not allow whimsical trifling in such important issues. To avoid the sophisticated hysteria of "do it a different way" that has threatened educational thought since the ascension of Sputnik, school officials must consider, weigh, and experiment. The very foundations of our educational structure could be shaken by ill-advised and ill-considered changes.

Community values are also of great importance in making such changes. No one of these plans will fit all communities like a patent medicine which can be universally administered to cure "even the ills you ain't got yet." Here is surely where the school board provides "the indispensable contact between the community and the school."[1]

Beyond paying bills, renewing contracts, and interpreting the school to the community, the school board has the responsibility of reflecting the community to the school. Through its membership and its actions it should maintain a two-way channel of communications which will effectively describe the goal to be attained by the school. It should approach all new ideas with a cousin from Missouri attitude of "Show me how it would work here."

The final test for any proposed change should be in terms of its feasibility of adoption. Planners, especially in education, tend toward the idealistic at the expense of the practical. On occasion we have been guilty of building towers without including the ground floor. The most promising proposals must have not only great educational potential, but must also be feasible in terms of personnel — both professional and student — equipment, and facilities.

Unless such procedures are used in considering the adoption of new ideas, all the textbooks describing educational precepts, intent, and application might just as well be cast aside in favor of Humpty Dumpty, Little Boy Blue, and the cow that leaped without looking. ■

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[1]Educational Policies Commission, "An Essay on Quality in Public Education," Washington, D. C., p. 19.

An outline of the principles that support —

The Case for Independent School Libraries

HANNIS S. SMITH
Director of Libraries, Minnesota Department of Education

Educators never question the importance of library service to the teaching program and to the intellectual growth of pupils. But for many years there has been and continues to be in some people's minds, a question concerning how such service should be organized and operated. This question has historical roots important for general understanding of present situations.

A great many years ago, when secondary school libraries were just beginning to be developed and elementary school libraries were virtually nonexistent, some public libraries established branches in public school buildings, and in some small communities the school library became the public library also, or vice versa. Recent developments, exemplified by the action of the Minneapolis Public Library Board in early 1959, but common to many other communities, have resulted in the separation of school and public library services. It is very important that school board members understand the reasons behind these changes.

When the Minneapolis Public Library Board made its announcement that it could no longer operate some 20 subbranches in various elementary schools of the city, much public misunderstanding arose based on the erroneous belief that the libraries were to be closed. What the library proposed was to turn these over to the Minneapolis School Board for operation as school libraries, including an offer to turn over to the school libraries all of the appropriate school library books in the sub-branches to the tune of some 350,000 volumes.

The question was hotly discussed in the press and on radio and TV broadcasts. Many letters to the editor were printed which were decidedly emotional in their approach to the problem, and which revealed some complicated misunderstandings of the proposed change. An informal conference of people interested in and responsible for library development in Minnesota came to the conclusion that an informed, calm statement of the principles and problems involved was necessary and advisable. Accordingly, David K. Berninghausen, the director of the Library School at the University of Minnesota, Miss Mildred Green, president of the Minnesota Association of School Librarians, Robert Rohlf, president of the Minnesota Library Association, with the author of this article, joined together in issuing a clearly worded statement which was sent to the press. The publication of this statement has received hearty appreciation from the public library, the schools, and from the press itself.

Principles for Board Members

Since the statement bears considerably on principles of interest to school board members who may now have, or

— Office of Public Information, Springfield, Mo., Schools

"Educators never question the importance of library service to the teaching program and to the intellectual growth of pupils."

— Ogden, Utah, Schools

Principles concerning the organization of libraries are: (1) it is never desirable to set up a service in such a way that personnel must attempt to serve two masters; (2) there are major differences between school library and public library service; (3) the qualifications are different for school and public librarians; (4) experienced professional opinion regards combined school and public libraries as extremely unsatisfactory.

who may be contemplating having, a dual responsibility or relationship, with the public library, they are worth repeating:

1. *It is never desirable to set up a service in such a way that personnel must attempt to serve two masters.*

Combined school-public libraries are necessarily responsible to both the school and to the general public, to the school authorities and to the public library authorities. This kind of arrangement may have seemed to work — temporarily at least, but in time it fails to work effectively. This is always to the detriment of one or the other of the functions, and most frequently to both. Administratively it results in either the school board having a sort of stepchild which it has neither the time nor the authority to govern well, or conversely in the public library governing a function which is the responsibility of the school board.

2. *There are major differences between school library service and public library service.*

The primary responsibility of the school library is to the educational program of the school, to the curriculum and the faculty. The entire responsibility of the public library is to the general public of all ages from the cradle to the grave. The school library, to be effective, must gear its program to the school's requirements, even though its patrons (students and faculty) may frequently use it for other purposes including recreational reading. On the other hand, the public library, while it serves children of school age, also must be prepared to serve the needs of a much larger group which includes preschool youngsters as well as young, mature and older adults, most if not all of whom are not only out of school, but have been so for many years. Both libraries have their hands full working to fill the needs of their own clientele. Both services are weakened by trying to make one institution do both jobs.

3. *The qualifications are different for school and public librarians.*

While the minimum professional education of any librarian is five years of college, the preparation of school librarians differs materially from that of public librarians. Not only must the school librarian be qualified as a teacher as well as a librarian, which the public librarian is not, but the library courses taken by the two also differ. The future public librarian studies public library administration, operation and service, while the future school librarian studies the school library's problems and teaching materials. While much of the basic professional subject matter is the same the differences in their total preparation are large enough to be significant. Some of the best public librarians in our country are not qualified to be school librarians, and would be the first to say so. The converse is also true.

4. *Experienced professional opinion regards combined school and public libraries as extremely unsatisfactory.*

Joint Libraries Found Wanting

While the first three points are based on principles, the clinching argument is based on experience. Combined school-public libraries are not a new idea. They've been tried for a long time; and having been tried they have been found wanting. Even though the idea still sounds good to many people, the ugly fact is that it just doesn't work. All these years of experience were summed up by Dr. Lowell Martin, who until recently was Dean of the School of Library Service at Rutgers University, when he said:

"Then there was the ill-fated experiment in locating public library branches in schools. For a time it seemed that the gap between the two institutions would be closed, with the two libraries in the same building. Several factors led to disillusionment here, but the most important was the simple one that adults just would not come to the facilities in the school. I am not sure whether this is a critical commentary on the schools or on the adults. At any rate, no bonds of lifelong friendship were forged by the brief and frustrating period during which the public library was housed in the school building."

Dr. Martin left out the school side of the picture. From the school point of view, they had little enough space for the library in the first place, and when the adults did come they interfered with the school library service. Nobody was happy.

Libraries Separated

As a result of this experience, many joint school-public library operations have been discontinued. Madison, Wisconsin, separated its libraries a number of years ago, with most satisfactory results from the points of view of both school and public library services. And Madison is only one of a growing number of communities taking this step. Fortunately, such combined services are now found remaining in only a few places, and every year sees more and more of these combinations being dissolved. The libraries, of course, still cooperate in many ways and to mutual advantage for the improvement of service.

After all, the only reason we have either kind of library is for the service it can give. The "ill-fated experiment" of combined school-public libraries failed basically for only one reason: neither library could do a good job of serving its proper public. One of our principles in library development in Minnesota is that we do not want good public library developments to hinder the growth of good school libraries, nor de we want good school library developments to hinder the growth of good public libraries. School libraries and public libraries are important and necessary to our civilization, but to try to combine them results in the defeat of both. ■

Approaches to the problem of –

Practical Publicity Programs

DONALD W. DUNNAN
Superintendent of Schools, Springfield, Illinois

A major concern of school board members and school administrators is the matter of presenting to the public in a favorable light matters pertaining to the operation of the schools. When a bond issue for capital improvement or a referendum for tax increase is up for consideration, it becomes especially important that an able presentation be made.

The purpose of this article is to point some practical approaches to the problem of obtaining favorable publicity in regard to school matters. What are some of the effective ways in which support for school programs has been brought about? How does a school community bring about improvement and additional services without having to answer the charge that the needed service is an additional "fad or frill"?

Basic Decisions Made

Before a school community undertakes the problem of improving communication between the school and its constituents some basic decisions must be made:

1. To what audience is the information directed? In the majority of cases, all of the constituents of the school district will be the recipients of material which will be released. It is important that the material be so organized and so presented that it be easily understood by ninth grade pupils. Some school districts "try out" their material on a ninth grade class to be sure that it is presented in such a fashion that it can be properly understood and evaluated.

2. Who will be responsible for the final organization of the material to be presented? One of the mistakes that is often made is that a number of people organize material and release it. To be sure of a uniformity of approach and to prevent contradictory material from appearing in various media, it is essential that one person edit all of the material that is presented. Except in the larger school systems where this task is specifically delegated, this person should probably be the superintendent of schools.

3. What media will be used for the dissemination of information? This will depend in many instances upon those that are available. In larger communities newspapers, radio, television, special brochures, and personal appearances before civic and other local groups are the most common avenues of disseminating information.

Having made decisions in regard to the foregoing, it then becomes important that face-to-face communication be held with the directors of all of the agencies whose help may be enlisted in connection with the program. It is important that the directors of all of the media be informed of the objectives of the schools, and the purpose of the publicity releases. It is wise to ask the directors of various media if they have suggestions on how the materials should be organized, and how presented. One of the common mistakes that school people make is to prepare material for distribution and then expect that it will be accepted and treated in the fashion in which it is prepared.

Miss Ann Sawyer, award winner of the Education Writers' Association, and reporter for the Charlotte, North Carolina, *News*, stated succinctly the reaction of editors and others to prepared copy submitted for publication purposes. She said, "I don't tell you how to teach — don't tell me how to write my story."

Establish Relationships

Wise administrators establish a personal relationship with the directors of the various media giving out information to the public, and tell them frankly the purpose behind the publicity programs which they wish to organize. Many worthwhile suggestions will be made by these people who are experts in the field. One of their principal responsibilities is selling advertising, and they know how things must be presented if they are to appeal to the groups their media reach.

John W. Colt, managing editor of the Kansas City, Missouri, *Star* says, "Education is not a dull subject, but it takes skill to present it." Unfortunately, school people are in the habit of preparing releases on the same basis that they prepare notices to their professional staff, and this just does not work. Because of their background of knowledge of the subject, and their training, members of the professional staff can usually interpret what is meant by a release that comes from the board of education or the administrator's office. Such is not the case of people in the community, who do not have all of the detailed background necessary for full understanding of the problems.

A common mistake of those who release materials for public consumption is that of providing too much information. It is important that the factual material be kept just as simple, and just as succinct as possible. This becomes especially important when a bond issue referendum, or a tax rate increase is up for consideration. The public can be easily confused by a presentation of such detail that is beyond the average person's comprehension.

Johnny Mercer wrote a fine song a few years ago, the words of which ran, "Accentuate the positive, eliminate the negative." Somehow school people have got themselves into the unfortunate habit of pointing out the lacks and needs of the schools. Such an approach seldom builds the confidence of the peo-

ple who are asked to support a program. It is most important that all of the good features of the program presently operated be presented, and then, that it be supplemented by emphasis upon additional features that will provide even better opportunities for children.

Up-Grading Education

There has been much worthwhile publicity in recent years in regard to the desirability of up-grading education in this country. There have been many surveys to show that people are favorably disposed toward this end. But it is also reasonably evident that people are confused on the objectives of the educational program within a particular community.

One of the more effective techniques for insuring a positive attitude toward school programs is that of conducting a public opinion poll at the local level. This is one of the best means of discovering the level of understanding in regard to educational problems in the minds of those who support it. While educators understand thoroughly the necessity of taking pupils from the point "where they are" in the classroom, they fail to recognize that the same technique must be operative, in working with the school community that supports the program financially.

Education in the United States is uniquely a local function. School improvement is tied closely with the desires and expectations of the people at the local level. The fundamental premise of advertising, that of creating a desire for a product, is often overlooked by those responsible for disseminating information in regard to the needs of the schools.

Face-to-Face Conversations

Today, more than ever before in the history of this country, it is relatively easy to enlist the support of citizens' groups for the improvement of school programs. The effectiveness of the dissemination of information through face-to-face conversations around bridge tables, at parties, and in neighborhood "coffee-breaks" ought to be a matter for concern. Ripley had in one of his "Believe It Or Not" columns some years back the statement that if a murder were committed at dawn, and each person who learned of it communicated with two other persons before sunset, the whole world would be informed. Again, we see the necessity of stressing major points and keeping the information as simple as possible so that it can be communicated in face-to-face conversations with as little distortion and inaccuracy as possible.

Enlist the support of recognized community leaders in every program for school improvement. This may require some time on the part of the administration and board members, for it does little good to mail information in brochures and mimeographed releases as compared to the value of verbal communication on a face-to-face basis. Carefully laid groundwork among a selected group of influential citizens will do much to get the program "off the ground."

Interest in Education

A recent Gallup Poll indicated the high interest of the citizenry in information pertaining to all phases of education. Dr. Gallup says that next to information about personal health, articles pertaining to education are high on the list of reader and listener appeal in media which disseminates information to the public.

Television and newspapers will use good photographs, but the basic principles of photography must be understood; the number of individuals in a group picture must be small. There must be a particular point to a photograph if it is to be used.

Graphs and charts are helpful, but they should be kept to a minimum and must be easily understood. The point to be made must be readily apparent. It is wise, perhaps, to try out some of the material that one would plan to present through graphs and charts on a seventh grade class to see if they get the point.

School communities should be careful how much the captive audience of pupils within the schools may be exploited in connection with programs of presenting information to the community. Some school administrators have been severely criticized in this connection. Administrators should be sure that the board of education is in full sympathy with the use of pupils in connection with matters coming up for referenda before the electorate, and that they approve of the use that is to be made of the pupil population.

It is often surprising to learn of the effective ideas which members of the eleventh and twelfth grade classes in high school have on ways in which material may be presented to the public. This makes a worthwhile project for a civics class, and the writing incident to matters of this sort is a good exercise for classes in English. Pupil understanding and support of school programs does much to promote them within the community. School administrators would be surprised to learn how much "dinner table" conversation revolves around programs and problems of the schools. An imformed pupil population will create a favorable attitude toward any matter under consideration. The American people hold their schools in high regard. They will support programs for school improvement as they understand the need. The challenge to board members and to administrators is clearly evident. ■

DOVER BOARD PLANS NEW SCHOOL

The low-cost, well-planned Horne Street elementary school, a tribute to the work of the Dover, N. Y., school board, was recently opened to 525 students. The school, of basic steel and masonry construction, uses cement enamel extensively. It has 19 classrooms, a multi-purpose room, and a special science-art room. The board who planned the school are from left to right: Charles A. Crocco; Robert E. Keefe; Robert L. Canada; Frederick C. Walker, superintendent (standing); Maurice Blais, chairman; Mrs. Beatirce Crosby; Mrs. Agnes McLaughlin; and Daniel Flynn.

The power structure behind —

The Administration of the Community's Schools

KEITH GOLDHAMMER
Director, Bureau of Educational Research
University of Oregon

There are many ways of looking at a community. Certainly it is more than just a collection of individuals, and for purposes of analysis, it is perhaps sufficient to look upon it as an embodiment of certain stable policies, mores and values, sustenance patterns, a definite history, a definite patterning of social relationships, and an environment or ecology in which the people live and in which they are bound together by these other factors. In a small community, the history, values, and policies appear to be known to most individuals, and they are generally accepted as the basis upon which human behavior can be evaluated. In providing education for its children, the community generally is not particularly concerned about education in the abstract. It is interested in the provision of those educational experiences which will help children to live in accordance with those policies, values, and aspirations which the members of the community have inherited, which they have found to be the essence of the good life, and which they want imparted to their children.

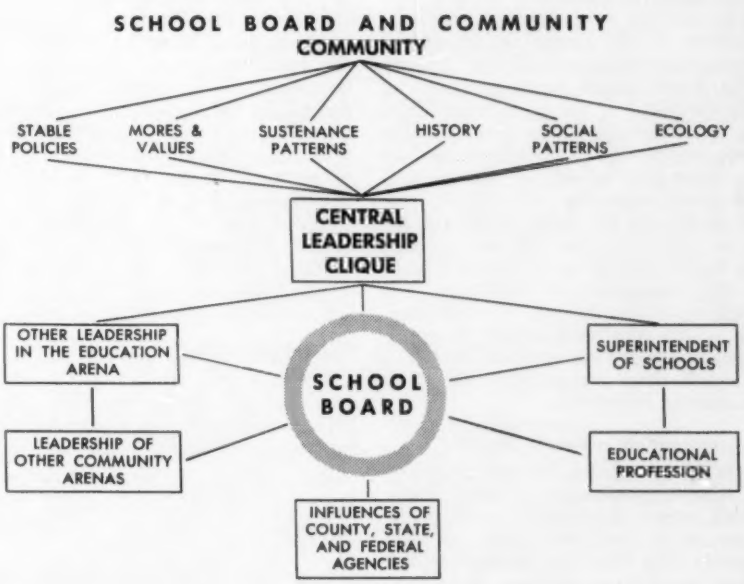
In one of the communities in which the role expectations of the members of the school board were analyzed,[1] it was found that the school board members felt that one of their most important roles was that of a pulse of the community. They felt it was their business to know what the community wanted, to interpret the on-going problems of the schools, and to make their decisions in accordance with these stable policies and values, which formed the basis for good living within the community. They felt that once they had made the decisions in the light of these community values, it was their function to see that the professional staff followed these policies in their operations of the school.

Did Not Represent Community

The analysis of the reference group orientations and the communication patterns of the members of the school board showed that the school board members, however, did not represent the entire community. They could not have been an adequate pulse for the entire community, since their patterns of communication were primarily developed within rather narrow segments.

In questioning the members of the school board about their beliefs and their community contacts, it was noted that almost all of them tended to orient themselves toward the individuals who were identified as leaders of the power or influence structure of the community. The members of the central leadership clique were most frequently identified as individuals whom school board members sought for advice.

A former school superintendent described in some detail how it was necessary to work with the central leadership clique of the community in order to develop policies for the schools. When he came to this community as superintendent, he noticed that he had



[1]Keith Goldhammer. *The Roles of School District Officials in Policy-Determination in an Oregon Community*. Unpublished Ph.D. Dissertation, University of Oregon, 1954.

difficulties in accomplishing some of the things which he felt were important. He employed different strategies to gain his ends, but almost invariably he seemed to fail. Finally, he took his problems to three men, one who was identified as the central figure in the power structure, a second who was the mayor of the community and a close affiliate politically, as well as through familial ties, with the former individual, and a third, the cousin of the mayor, who was the most influential farmer in the area. After he secured their co-operation and endorsement, things seemed to be accomplished rather easily. He maintained, as the research later identified, that there was a small clique, or inner circle, about the central figure. This individual communicated his ideas and perspectives to the members of the inner circle, and they communicated these to other levels of community leadership.

Group Interprets Values

Through our own observations we were able to see that this central leadership or power group interpreted the values and aspirations of the community in each arena of activity. It was frequently seen that individual members of the school board attempted to postpone important action until a subsequent meeting. The evidence shows that the most important reason for this postponement was to enable the board members to secure the points of view of members of the power structures. When the recommendations of the influential persons were contrary to the recommendations of the superintendent, the school board members were inclined to overrule the professional advice which had been given to them.

Hence, we see a complex interrelationship of the people in the policy-determining structure of the schools. The school board group consisted on the one hand of the members selected by the community to see that its values were represented in the schools, and on the other hand of the professional educators who were the technical advisers, or experts, for the board. So long as the power structure had its members on the board and the ability to keep community elements with conflicting perspectives either divided or submerged, the school-community relationship was characterized by harmony and stability, although there was evidence of some smoldering resentment.

Superintendent a Power Threat

On the other hand, the superintendent of schools constituted a power threat which caused the school board, at all times, to be concerned about its relationship with him. The members of the school board were conscious of the fact that for the most part the members of the educational profession, whom they employed to operate their schools, were not native to the community; and since in the rural areas of Oregon, there seems to be a feeling of hostility toward city values and perspectives, similar to that which Vidich and Bensman[2] found in upstate New York, there was a considerable feeling of suspicion that the administrators and members of the teaching staff were failing to impart to the young the proper values which board members wanted to see endure.

As one member of the school board, who was close to the power group in the community, said, "The school board members are hand-picked. They are individuals who, we know, will exemplify the right values in the policies they develop for the schools." But he felt that there was a distinction between these members and their executive officer, who was a newcomer to the community and was not as yet integrated into all of the aspects of community life. As one board member said, "The primary difficulty with the system of hiring administrators through professional placement agencies is that superintendents are recommended who represent professional values, but their jobs are to run the community's schools."

The dichotomy and potential dangers in different role expectations and perspectives of values between school board members and superintendents were also noted in Sletten's research in Montana.[3] It appeared as though the superintendent was caught in the cross-currents between different perspectives of values. He was one of the influences upon the school board, and at the same time he was influenced greatly by the educational profession and the influences of other educational agencies outside of the community. On some issues which arose, as noted in several communities, the superintendent was placed in a position where, if he followed the policies desired by the school board, he would lose the confidence of other members of the educational profession and be felt by some of his own staff to have betrayed them. But, on the other hand, if he stood firm on the educational dicta of the profession itself, he was very likely to run the risk of having the school board members feel that they had no direct voice through which to express their concerns and values in the daily operations of the schools.

Exemplifies Values

There is still another factor which has been noted in communities where the superintendent over a period of time has become integrated into the value structure of the community and incorporated within its influence hierarchy. Moriarity,[4] in studying the youth leaders in Valley City II, discovered that as these youth leaders became involved in the policy-making apparatus of their particular area of concern, they noted the difficulties which they had in effecting policies as long as they themselves did not acquire a considerable power in community relationships. He hypothesized that the pursuit of power took on increasing importance as the leader visualized that the acquisition of other values and status in the community was dependent upon his ability to exert power. To exercise power, then, in his particular arena of activity, the administrator had to exemplify the base values shared by other influentials, who were also involved either formally or informally in the policy-making apparatus of the organization.

What Moriarity found to be true in other arenas of leadership is also true in the operations of school administrators in their attempt to stabilize their relationships in the community. This inevitably involved the development of strategies by which the superintendent could at the same time see the values and aspirations of the dominant factors in community life realized within the policies of the school, while he also promoted professional values. Depending upon the skill of manipulation of the school superintendent, various degrees of frustration on either or both sides were involved, as the data gathered by both O'Donahue[5] and Cunningham,[6] relative to the problems involved in improving the teachers' salary schedule in Valley City II, show. The superintendent found it advisable to communicate fully with neither group as to what his strategies would be, lest the teachers whose welfare was uppermost in his mind reveal the full plan, or lest the school board members become concerned that his plan really was more harmonious with the promotion of the teachers' values than with theirs. Some of the teachers felt that the strategies of delay, which the superintendent had to employ to gain his objective, were indications of a "sellout." Some of the members of the school board felt that they were being manipulated by the superintendent against their complete interests. In the end, the strategies of the superintendent were successful and

[3] Vernon O. Sletten, *A Related Study of the Opinions of Montana School Board Members and Superintendents on Selected Board Policy Practices*. Unpublished Ph.D. Dissertation, University of Oregon, 1954.

[2] Arthur J. Vidich and Joseph Bensman, *Small Town in Mass Society* (Princeton: Princeton University Press, 1958).

[4] Thomas E. Moriarity, *A Study of Leadership Behavior in the Youth Serving Agencies of an Oregon Community*. Unpublished Ed.D. Dissertation, University of Oregon, 1956.

[5] John D. O'Donahue, *The Green River Teachers' Association: A Case Study of the Decision-Making Process*. Unpublished Ed.D. Dissertation, University of Oregon, 1957.

[6] Levern L. Cunningham, *A Community Develops Educational Policy: A Case Study*. Unpublished Ed.D. Dissertation, University of Oregon, 1958.

satisfied both the school board and the members of the school staff. It must be noted that his strategies involved a careful utilization of his own direct channels of communication with other influentials, both within the community and within the teachers' organization.

It is noteworthy in all of our research to see that although different school boards are studied, it is possible in each case to analyze the patterning of school board policy determination in specific terms. Each school board develops a pattern of operations which is somewhat unique, but which resembles the patterns developed not only by other school boards but by other policy-making bodies as well.

"Providers of Resources"

In one community, we noted that the board members conceived of their role as that of a provider of resources for the professional staff. Under the circumstances, when the superintendent suggested a revision of their policy handbook which would necessitate the board spending more time in the discussion of the various alternatives of action on suggested policies, the board members asked the superintendent if it were not his particular role to make such analyses and present the board only with that alternative which in his estimation was best suited to promote educational goals.

In another community, where the school board members conceived of their role as that of the supervisor of the professional staff in order to make sure that community values prevailed in the decisions which the staff had to make, the process of policy determination involved an interrogation of the superintendent and the placing of the superintendent in a defensive position. Policy determination in this instance was a matter of school board members adopting what we labelled a "district attorney technique," attempting to cross-examine the superintendent to find deficiencies in his arguments and gaps in the data which he presented to the board. Policy determination was a chase, with the goals of at least some of the board members being the entrapment of the superintendent in contradictions in his arguments, while the goal of the superintendent was the elusion of the snares and the protection of his professional integrity.

There were specific dangers noted in both of these extremes. In the former, it was noted that the superintendent might have to shoulder the entire responsibility for defending the school program, for to the degree that the school board was only a rubber stamp for the decisions made by the superintendent, the members also withdrew from potential support and responsibility for the decisions which they made. When important issues arose in the community, their lack of information about school operations led them to have to refer all inquiries which did not deal with the problems of finance to the superintendent. Consequently, the superintendent was faced with the necessity for the interpretation of all values reflected by the schools. Were it not for the fact that board members reflected the attitude of the power group, and the superintendent through long tenure was identified with the values of the power group, the situation could have been one of conflict. It was noted, however, that because of the closed circuit of communication in relationship to policy decisions, there was no medium for either members of the community who were disassociated from the power group or for the professional staff to voice criticisms or to make their perspectives felt in policy determination.

Latency of Conflict

In the second situation, the conflict which was a constant potential in the policy determining situation was the reflection of the latency of conflict within the community and within the staff. Channels for public as well as professional criticism of policies were opened up, and, consequently, the members of the school board, as well as the members of the professional staff, were in a position to analyze and react to the sources of disagreement or discontent within the community. Although policies were made with reference to the dominant values and aspirations of the group within the community to whom the members of the school board referred themselves, the so-called zone of indifference of policy determination was narrowed in view of the fact that the latency of rebellion on the part of individuals socially distant from this group had to be taken into consideration. This factor was well revealed in an incident involving the potential dismissal of a popular instructor, who, certain members of the school board felt, exemplified values which were incompatible with the way of life in which they wanted their children reared. The instructor was well liked by individuals who shared in his frame of reference, and one of the dominant figures of the school board who was most opposed to him, cautioned that the board could, if they completed the plans for his dismissal, stir up a real community rebellion, since "Joe has his fences well built in this community." The result was that Joe was not fired, but his future employment in the school district was made untenable.

In all of our analyses, we have been impressed with the fact that the superintendent is the central figure in the structure established for the purpose of determining policies for the school district. This is probably due to two interrelated factors. In the first place, it is he who is responsible for the operations of the schools, and consequently, the effecting of policies and school board values in cooperation with his staff. Certainly, the board members were aware that the superintendent had greater accessibility to the other staff members and many of the parents than they. Although in many instances it has been found that the school board was hesitant to accept the value orientations of the superintendent, it was also apparent that they had to make important concessions to it, so that the stability of the school system was not shattered by irreconcilable conflict between them and their chief administrative officer.

Manipulated Policy-Making

Secondly, the superintendent was the hub of the decision-making process because he was the possessor of the vital information which the school board needed in order to make valid policies for the school district. Since he had been trained, for example, in school law and knew the basic problems associated with the legal operations of the school, he could save them difficulties and disgrace by interpreting the policies in relationship to the legal limitations and requirements. Knowing the research on instructional matters, he could cite information as to the consequences of policies which the members of the school board, through their lack of professional training, could not challenge. As the possessor of this vital knowledge, the superintendent was able to manipulate and direct the policy-making of the school board and take advantage of the members' great interest in education and source of good will toward the children of the community.

There are important conclusions which I think can be drawn from these data. First of all, it is apparent that stability within the school district is not only the product of the harmonious relationship of board members and power structure within the community, important as this relationship is, but it is also due to the important relationship between the power structure and the total community, for in some instances we have seen a conflict among power interests, using the school as the battle ground for their efforts to either maintain or gain supremacy.

Conflict a Potentiality

But even more vital than this relationship is the very delicate one between the superintendent and the members of his school board. Because of the differences in background, because of their control over the vital physical resources of the school district and their ultimate authority both to administer

and select personnel for the schools, a school board well-disposed toward professional values and aspirations is of great importance to the superintendent and the professional staff. Because the superintendent is the key figure in the daily operations of the schools and is the possessor of professional information which must be given to the board for both its protection and its successful operation, a superintendent well-disposed toward the dominant values of the community is vital to the members of the school board. Conflict may not be and not always is the inevitable concommitant of this relationship, but it is certainly almost constantly a potentiality.

Need for Greater Professionalization

There is one primary implication among many others of this phase of the community studies program. There is considerable concern among the educational profession for the greater professionalization of the superintendency, and practitioners in this field look for their model of professionalism to the medical profession. The medical profession has become increasingly divorced from popular control and a law and authority unto itself. It is obvious that these same standards of professionalism cannot meaningfully be applied now to the educational profession. It is apparent that professionalism in the educational arena, where the function is sensitive and close to the people, must be developed with reference to the maintenance and continuation of democratic values and perspectives, at the same time that the educational profession is permitted to perform its duties with full reference to its technical capacity.

Operational Distinctions Must Be Made

It is possible that the issue can only be resolved by the formulation of operational distinctions between those matters which are public policy in education and those which are matters of professional or technical skill and knowledge. Since no clear-cut distinctions can probably be made, and since practically all educational matters are in some way associated with public policy, the white and the black zones are narrow, while the grey zones are very broad. Under the circumstances, operational distinctions must be made in each locality, by each school board and each administrator, as best suits the establishment of harmonious relationships between them and the protection to the children's right to the fulfillment of their educational opportunities. ■

A study of New York's —

School Expenditure Rejections

What kind of school districts reject school financial proposals so frequently that they are spoken of as "high resistance" districts? What are the social and economic characteristics of these districts and what are some of the reasons they refuse to vote increased school support and bond issues? These questions are answered in the findings of a state-wide survey conducted by Theodore Bienenstock and Wm. C. Sayres of school districts in New York state where casualties in financial referendums have been reported in the period 1955–57 and later.

The "high resistance" districts are predominantly suburban. Nineteen of the 26 districts are in the metropolitan area of New York City, particularly in Nassau, Westchester, Rockland, and Suffolk Counties; seven districts which are also suburban are near large cities in the northern part of the of the state. All of the districts have a relatively high proportion of children under 18 years of age in relation to total population, and all are growing rapidly. Children under 18 comprised 36 per cent of the population, as compared with 29 per cent in the state as a whole. The public school enrollment has been 21 per cent as compared with 16 per cent in the state.

A further characteristic of the districts is the relatively rapid increase of children under 18 and enrolled in school. While the state as a whole showed a nine per cent increase from 1952–53 to 1955–56 in children under 18, the high resistance group showed a 36 per cent increase; public school enrollment rose 11 per cent in the state but rose 43 per cent in the 19 districts.

Districts adjacent to the high resistance districts differ in that they have a smaller number of children and a smaller percentage of enrollment. The neighboring districts too have a higher tax evaluation per pupil than the rejecting districts. Sixteen of the 19 rejecting districts are confronted with the dilemma of having more children to educate and less capacity to do it. While they receive more state aid than adjoining districts most of the rejecting districts collect larger total amounts from local property than the state-wide median and 14 of the 19 have lower per pupil expenditures than their neighbors. Eleven of the rejecting districts in fact have lower per pupil expenditures than the state-wide median. Fourteen of the 19 districts have higher tax rates than the adjacent districts, and 15 have a higher rate than the state-wide median. The difficulty is due largely to the fact that the communities are residential in character and industry is vigorously opposed. These suburbs are paying for the luxury of being suburbs.

The voters in these districts are strongly concerned with higher costs and there is substantial participation in civic meetings. The local newspapers are strongly critical on such topics as mounting inflation and higher school costs, and there are more or less temporary organizations headed by the tax economy groups who are opposed to the increased outlays for schools. The items most frequently alleged as "frills" include such items as swimming pools, fancy construction elements, bus garages, skating rinks, athletic fields, cafeterias, dental hygienists, and adult education courses. The opposition groups are frankly economic minded and make wide use of printed materials, radio and television shows, and sound tracks and personal canvassing.

There are in the 19 communities divisive local elements and issues growing out of local sectionalism, conflicts among the school officials, notoriety involving one or more school officials, political feuds, and district organization feuds. The use of materials for teaching suspected of communistic leanings is also an element.

Voter opposition can often be traced to local issues and altercations not originally or directly connected with specific school referendum. School proposals are caught in the crossfire developing from internal conflicts and disputes among various groups.

Difficulties in communication between the school authorities and the communities are another recurring feature leading to unsuccessful referendums. Frequently communications are impaired by imprudent statements and actions by the school authorities. The data found by the survey show clearly that it is important for the school authorities to establish and maintain positive good will through good public relations.

There is little evidence of taxpayer apathy or complacency. As a rule campaign interest is high and the taxpayers are deeply concerned especially where heavy enrollments and limited taxable resources make it seemingly impossible to boost expenditures without raising already high taxes. ■

An explanation of why—

Something Can Be Done About State Revenues

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With creeping inflation and leaping growth of population, every state needs more money for public education. Each commonwealth contributes from state-collected funds at least some portion of the operating costs of local school units; in fact, the average for all the states is now above 40 per cent. Other essential public services, including higher education, highways, health and welfare, to mention only a few, also require state support. Where is the money coming from?

Have the states exhausted their sources of revenue? Have they done all that is possible to develop diversified, equitable and productive tax systems, and to keep them up to date? Happily, the answer is *No*. Evidence is supplied by what is happening and has happened in more than forty state legislatures this year. New revenue measures can be reported from nearly a score of state capitals where legislatures had acted before mid-August.

Sales Taxes Raised and Extended

Arizona stepped up the general sales tax from 2 cents on the dollar to 3 cents, and will use two thirds of the revenue to increase state aid to local schools. *Washington* raised the general sales tax rate from 3⅓ cents on the dollar to 4 cents. Other productive tax revisions are expected to produce $112 million of new revenue during the biennium. *Pennsylvania* increased the general sales tax rate to 4 cents on the dollar.

Michigan enacted a 'use tax' of 1 cent on the dollar, to be added to the existing 3-cent general sales tax, making the practical equivalent of a 4-cent sales tax rate. A 4-cent tax was also put on rentals of hotel and motel rooms. An amendment to the constitution forbids a general sales tax of more than 3 cents, and the 'use tax' measure will be tested in court. If it stands, it will produce $120 million a year of new revenue.

South Carolina extended the coverage of the current 3 per cent general sales tax to include retail electricity, telephone, telegraph, laundry and dry-cleaning charges. This state also placed a 10 per cent tax on sales of admission tickets to amusement events other than high school and church entertainments and sports. *Ohio* altered the scale of purchases to which the general sales tax applies, so as to bring in an estimated $33½ million added revenue during the next biennium.

Utah authorized the counties to levy optional countywide general sales taxes of one-half of 1 per cent, for support of county and municipal governments.

General sales taxes are hugely and promptly productive. They are regressive (tending to bear heavily upon the lower income classes) but this feature is to some extent countervailed by exempting some of the staple necessities of life, and largely counterbalanced by having a progressively graduated income tax as a part of the same revenue system. Only about a dozen states have no general sales taxes as yet.

Income Taxes Undergoing Improvement

The idea of placing state income tax collections on a withholding basis, after the manner of the federal income tax, is gaining ground rapidly. In *Massachusetts* the withholding system went into effect February 18, 1959, and is expected to increase the revenue by $50 million. *New York* state's collections by withholding began April 1. *South Carolina* also enacted a withholding plan. *Utah's* income tax withholding, hitherto applicable only to nonresidents, is extended to cover residents as well. *North Carolina* and *Oklahoma* also enacted new income tax withholding systems.

The state individual income tax law in *New York* was extensively revised so as to bring in an estimated $112 million of new revenue this year. Personal exemptions, formerly $1,000 for a single person, $2,500 for a married couple, and $400 for each dependent, are reduced to a uniform $600 per person. New brackets at the upper end of the scale of rates raise the top bracket to 10 per cent on taxable income above $15,000. Formerly the top was 7 per cent on income above $9,000.

The *New York* legislature approved, subject to popular referendum, a constitutional amendment which would allow the legislature to conform state income tax requirements to the federal without specifying in detail each such change. A recess study of questions involved in conforming state to federal tax law practices was directed, and $200,000 appropriated to finance it. This is a significant matter, for it may lead to methods whereby the states can collect their income taxes at a minimum of administrative expense.

California revised the personal income tax law to produce an additional $60

million this year and $71½ million next year. The brackets increasing the rate by 1 per cent each now span $2,500 intervals instead of $5,000 as before, and the maximum rate is raised from 6 per cent to 7 per cent, applicable to incomes above $15,000 instead of the former $25,000.

Oregon revised the income tax law to produce an additional $12 million biennially, chiefly by eliminating the allowance of the amount of federal income tax paid as a deduction from taxable income under the state law. Also, a taxpayer choosing to pay his income tax in quarterly payments instead of a whole year at once, will have to pay interest at the rate of 1 per cent per month on the deferred installments. This is expected to bring in an additional $6 million. The new act also embraces a state capital-gains tax.

South Carolina eliminated the former exemption of up to $500 for federal income taxes paid; and added two new brackets at the upper range of the scale to catch higher incomes. *Idaho* changed the income tax structure to include increased rates, elimination of an income tax credit of $5 for each dependent, adoption of the federal exemption structure, and addition of a $10 surtax on each income tax return filed. *Iowa* raised the corporate income tax rate from 2 per cent to 3 per cent.

In *Minnesota* the corporate income tax rate was stepped up from 7.3 per cent to 9.3 per cent. Rates on individual incomes were raised by one-half of one per cent. The tax credit for dependents was changed from $10 to $14.

A dozen states as yet have no income tax law. Three states have neither an income tax nor a general sales tax. These two taxes together form the core of a productive and equitable modern state revenue system.

Other Sources of Revenue Available

New York revised the inheritance tax schedules to produce an estimated $10 million a year in new revenue. In *Oregon* a revamped inheritance tax law will bring in more than $3 million additional for the biennium. *Minnesota* increased the inheritance tax rates somewhat.

The special sales taxes, such as those on motor fuels, alcoholic beverages, cigarettes and other tobacco products, and gambling tickets, are substantial sources of income. State gasoline taxes are raised in *New York* from 4 cents to 6 cents per gallon (diesel fuel 6 cents to 9 cents); from 6 cents to 7 cents in *West Virginia;* and from 5 cents to 7 cents in *Ohio* and *Vermont*. The boost of 2 cents in Ohio is expected to produce $120 million a year additional revenue.

Texas enacted for the first time a number of special sales taxes on luxury items, mostly at 3 per cent of the selling price. Items covered include furs and precious stones; cosmetics, perfumes and beautifiers; hotel and motel room rentals; air conditioners; and boats and motors. Existing special sales taxes on radio and television sets, motor vehicles, wines and liquors, and all tobacco products except snuff, were substantially raised.

New York City's sales tax of 3 cents to the dollar on restaurant meals is raised to 5 cents, effective June 1, and will bring in $13 million. An additional $100 million for the city will come from six other new or increased taxes: the 2-cent rise in the cigarette tax (from 1 cent to 3 cents a pack); an increase in the gross receipts tax for general business (up from one-fourth of one per cent to two-fifths of one per cent); a raise of 1 per cent (up from 1 per cent to 2 per cent) on the gross receipts tax for utilities, and a raise of the gross receipts tax on financial businesses (up from 1 per cent to 1½ per cent); a new tax of one-half of 1 per cent on sales of real estate above $25,000; and an impost of $25 a year on jukeboxes.

Vermont levied a tax of 3 per cent on lodging in hotel rooms and purchase of meals.

Washington raised the base tax on liquors from 10 per cent to 15 per cent; increased the tax on cigarettes from 5 cents a pack to 6 cents; levied a 25 per cent tax on tobacco products other than cigarettes. In *Idaho* cigarette taxes were stepped up from 4 cents a pack to 5 cents; in *Wyoming,* from 3 cents to 4 cents; in *Iowa,* from 3 cents to 4 cents; in *Minnesota,* from 4 cents to 5½ cents. *Ohio* also enacted a 2-cent raise.

Minnesota also boosted the tax on other tobacco products from 15 per cent to 20 per cent on the wholesale price, and increased the taxes on beer and liquors.

Raising the prices of state-sold liquors is another source. New statutes on this subject in *Ohio* will bring an additional $20 million a year in net profits. *Oregon* will gain $3 million by the same method.

New York increased the number of days for thoroughbred and harness racing to get $5 million additional yearly revenue from the tax on the sale of pari-mutuel tickets. *Ohio* raised the tax on horse-race wagering, to produce an additional $7 million.

West Virginia raised the motor vehicle license fees, and levied a highway tax on trucks. *Utah* doubled the oil and gas severance tax, boosting it from 1 per cent to 2 per cent. *Minnesota* increased the severance tax on iron ore from 13.65 per cent of the adjusted net value at the mouth of the mine to 14.25 per cent. *Texas* added a 1.5 per cent tax on the value of gas bought by the first purchaser (severance beneficiary), aimed chiefly at the big pipelines.

Business and occupation taxes were stepped up somewhat by *Washington* and *West Virginia. New Hampshire* enacted, effective in 1960, a franchise tax on gas and electric companies, to amount to 8 per cent of their net income derived from within the state. *Ohio* adopted a corporation franchise levy which will bring in $60 million of new money during the biennium.

Texas boosted corporation franchise taxes by 22 per cent, with a 33 per cent increase for this year only. *Michigan* raised slightly the business activities tax on general business, while raising the exemption to $12,500 of gross receipts, thus letting out about 10,000 small businesses. The business activities tax on utilities was also raised, and the intangible property tax on bank deposits was stepped up by 10 cents on each $1,000.

The Outlook Becomes Clear

A very favorable straw-in-the-wind is the fact that the worn idea of the states competing with each other to attract new industries by avoiding taxation, especially personal and corporate income taxes, is well on the wane. Instead it is now recognized that enlightened corporations looking for plant sites are strongly drawn by the advantages of good public school systems, as well as by the research facilities and research leadership afforded by the presence of great state universities. Education is the endless frontier.

The path ahead is plain. Consider, for example, seven large and populous states whose legislatures were recently more or less deadlocked on tax measures. Texas and Nebraska had neither an income tax (individual or corporate), nor a general sales tax. Illinois, Michigan, and Ohio had no income taxes. Minnesota and Wisconsin had no general sales taxes. All these great commonwealths face the opportunity of bringing their revenue systems up to date. ■

School boards —

Learn About ETV the Right Way

HERBERT B. MULFORD
Wilmette, Illinois

At long last a workable plan has been put into operation systematically to carry to local grass-roots school boards, administrators, and faculties the significant facts about the impact of educational television on our public schools. The pattern might fit into any school sector in the United States.

Recently, after several years of casual experimentation, a small group representing leaders among ETV producers, school board members, and superintendents of public schools adjacent to Chicago tightened up their organization by naming it "Tri-County ETV Council" and by immediately moving from the planning stage into practical action. The ultimate objective is the self-education on educational television matters by board members, superintendents, principals, and teachers of more than 300 public school systems of northern Illinois. The plan put into effect included the following steps:

1. A letter explaining the purposes of the movement was sent to the most likely school systems within the range of Channel 11 TV Station WTTW of Chicago, two of whose staff belong to this council.

2. Also sent to the schools was the first copy of a Council newsletter planned to keep them informed on important television happenings across the country and advising them of future programs.

3. Arrangements were made with Channel 11 for a series of evening telecasts to be produced on behalf of and by the Tri-County ETV Council for public school personnel listening and viewing. These are to be followed by kinescopes of these special programs to be lent to participating schools as "in-school" equipment.

4. Each school district was assessed $50 for expenses of the 1958–59 school year of activities.

The immediate sponsors of the Council are Tri-County Division of the Illinois Association of School Boards, the Superintendents' Round Table of Northern Illinois, the Conference of Suburban High Schools, the office of the Cook County (Ill.) superintendent of schools and cooperating Channel 11. Chairman of the Council is Henry F. Hoppe, assistant county superintendent; secretary-treasurer is Ben A. Sylla, one time school superintendent and now executive secretary of Tri-County School Boards, through whose Chicago offices most transactions take place.

Much depends upon the effectiveness of the Council's newsletter. Repeatedly in Council discussions emphasis has been placed on the extreme slowness by which important results of ETV research filter down to practical school people. In order for independent schools to formulate policies pro or con on ETV, the schools of cities, suburbs, and remote country places must be furnished the essential data that already has been culled by research in experiment stations and centers now dotting the land.

Council members are fully conscious of many handicaps that confront them in their new uncompensated activities. Following are only a few of the most significant:

1. Notwithstanding widespread training of teachers in the use of general audio-visual equipment, few of them are available for real educational television programs. Special training seems to be needed to produce good lessons over ETV. News of failures travels faster possibly than of successes.

2. There is marked overemphasis, both pro and con, in the popular press; often this is contradictory and school people usually do not know how to discriminate in their evaluations of the new device.

3. Uninformed people in teaching fear for what they may seem to think are their vested interests in jobs. This is complicated by many highly placed educators who scoff at television, saying it claims to be a panacea for all teacher, building, and financial shortages. Of course, television leaders do not claim that much, but the "let us watch and wait" attitude of deans who have abdicated their position of inferential leader-

Dr. Morris Haimowitz gets a helping hand from his children on a current TV college course in child psychology.

ship defers understanding, either pro or con, indefinitely.

4. Long custom of thinking of television in terms merely of amusement has been an adverse influence over press commentators. Occasionally these reviewers unbend to treat ETV seriously. But there is, as a result of this neglect, little popular opinion on the strictly educational aspect of TV.

5. Television costs are high. Most of the advance that has been made in ETV has been financed by Ford through the Fund for the Advancement of Education. Eventually school boards and university trustees will need to expand their budgets to accommodate the costs after Ford is through spending on experimentation. What will the costs be and what will school boards and legislatures offer to aid ETV as a partial remedy for other deficits?

6. Schools are very conservative, especially when uninformed. It is commonly being said that they often take 50 years to adopt new ideas. Even where smaller districts are handicapped by not being equipped even to appreciate what is happening, there is often a lackadaisical attitude, "There is no hurry."

7. Possibly as much of a hindrance to understanding as anything else among Council hadicaps is the absence of a genial climate of opinion in given areas. Parent-teachers, women's clubs, Rotary, Lions, Optimists, Kiwanis, Leagues of Women Voters, and the like among molders of public opinion are nowhere near unanimity even in having simple descriptive discussions within their membership to understand the modern educational-electronics revolution. We should recall that the best informed among television enthusiasts insist that this device is the most important discovery for educating the public since Gutenberg's movable-type printing press.

On the plus side the council sees so many successful records that there is a problem of how best to bring conclusive findings before the policy-making authorities in the participating schools. How much do they know; what don't they? Here is a very limited list of events that argue at least for consideration by school boards and other administrative agencies, from the top of the state down to grass roots:

1. The very existence of noncommercial education channel stations over the nation, with potential viewing audiences probably above 50 million people and capital outlays estimated at over $60,000,000. All this done since the University of Houston opened the first ETV station in 1953. Yet thus far not a fifth of the channels reserved for education by the Federal Communications Commission have been utilized.

2. Eminently successful efforts toward adult education by open channels as seen in teacher training for credit by TV, Chicago's TV College, the University of Chicago's "Science '58," the eastern telecasts like "Sunrise Seminar in Literature" at 6:30 a.m., and "Midnight Mathematics." And a whole range of such cultural programs in many centers from art, archeology and architecture to space travel and zoology.

3. Whether it be cause and effect or not, the commercial chains of which Chicago has four, for some time have felt the competition of noncommercial stations and now are giving heed to programming in education from "Ding Dong School" for pre-kindergartners up to the very erudite science series just mentioned, which was broadcast by the Chicago ABC Station, WBKB.

4. The marked change from public schools merely picking up at random valuable education panels and lectures from open circuits for use in possible assemblies to definitively planned "in-school" ETV service, either by means of specialized studio or general classroom work.

5. The development of such organizations as the Joint Council on Educational Television at Washington and the Television and Radio Center of Ann Arbor, Mich., and the extremely wide experimental work in many schools and universities detailed in such publications as Kumata's "Inventory," the JCET'S report on four years of progress and the report on more than 40 case studies financed by the Fund for the Advancement of Education.

6. As "in-school" use of ETV develops, mention should be made of how Memphis taught a thousand Tennessee illiterates to read; how St. Louis conducts classes in remedial reading; Pittsburgh's "High School of the Air" and the later phenomenal telecasts of 162 lessons in physics, filmed by Encyclopaedia Britannica Films of the writer's home town of Wilmette, Ill., and now in use in some 40 school systems, also the plans to do a like treatment in the humanities with Britannica engaged in the filming for "in-school" use.

6. These very cursory listings should not overlook such a situation as in Oklahoma City, where a mathematics specialist from the University of Illinois week-ended to assist local teachers in the techniques to use with a string of country schools across that state which did not have mathematics or sciences.

7. Ownership of ETV stations by whole states and the discussions afoot to use microwaves for linking some 16 southern states for the purpose of economy and exchange of significant educational programs ties in with the necessity of both federal and state legislation on ETV.

The direction in which Tri-County ETV Council or others similar to it will go depends much on how leadership exacts attention to the more apparent needs of the entire education television movement with all its diversities. The whole countryside must be considered. A regional clearinghouse for information is needed. Television impressions, while definitely educative, can be very fleeting, thus calling for such study guides as already issued in perhaps hundreds of studies. But the school boards need a short story of this whole situation in pamphlet form which sets up the authoritative data upon which evidence they may decide for or against using television in their schools. No school is observing of educational trends that does not heed the need for a standing committee on ETV. In the last analysis, the TV channels should iterate and reiterate the current history sanely and intelligently over their own incomparable method of communications for good public relations. ■

— WTTW

On the Chicago Dynamic Hour Alistair Cooke, center, moderates a discussion between the late Frank Lloyd Wright, left, and poet Carl Sandburg.

A progress report on —

Teachers Merit Rating

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Since the turn of the century merit rating has been advocated, tried, rejected, maintained, and talked about. Mostly, the level of activity has centered around "advocate or condemn." Little more is known now than was known 30 years ago. However, in recent years, especially since 1951, the call for merit rating has ballooned to such proportions that only "Johnny Can't Read" loomed larger as a major problem for our schools. The educators fortified themselves, proved that "Johnny Can Read," and continued to talk and write about merit rating.

In 1951, an analysis of significant literature on merit rating prior to 1951 was reviewed. Because of the unusual interest since that date, a review of the significant articles was again made in June, 1956. An actual count of the articles listed in the *Education Index* which deals with merit rating linked to salary (excluding articles dealing with competence or evaluation) reveals that for a three year period, June, 1947 to May, 1950, there were only 25 articles listed. In the month of September, 1957, there were 15 separate articles listed — three-fifths as many in one month as there were over a three year period.

Why the Demand for Merit Rating

An analysis of the literature regarding merit rating and the criticisms that have been made against public education in the past few years,[1] reveals three main areas of concern as related to merit rating: manpower, quality, and costs. Each of these is discussed below.

Manpower. The shortage of qualified, certificated teachers directly affects the quality of education provided children. Teachers of less skill and ability are employed on a temporary basis (the army says there is nothing as permanent as a temporary office building), class sizes are increased, double sessions are introduced, and the quality goes down. This shortage of teachers is a result of increasing birth rates, desire of students for more education (fewer dropouts and increasing percentage of college enrollment), and low holding power for qualified men teachers.

The high birth rate of the 1947 peak year, which created the major problem for our elementary schools, was again reached in 1951 and has gone up each year since. Not only will the demand for more teachers be higher on the secondary level, but also it will continue on the elementary level. By 1960, the elementary school enrollment will be 68 per cent above 1946 and 28 per cent above 1954. By 1969, secondary schools will be more than 70 per cent above the 1954 level.

A bulletin of the California State Department, July, 1955, indicated that it took California 90 years (1849–1940) to enroll one million pupils in its public schools, and 13 years (1940–53) to enroll its second million pupils; it is estimated that within seven years (1953–60), California will enroll its three-millionth pupil, and that within five years (1960–65) California will enroll its four-millionth pupil.

The estimated number of teachers needed to staff elementary, secondary, and colleges will increase from 1,430,000 in 1955 to 2,035,000 in 1965.

Quality of Education. When schools opened in September, 1955, the U. S. Office of Education estimated a shortage of more than 140,000 qualified teachers. Assuming 25 pupils per teacher, 3,500,000 students received a substandard education through substandard certification, double sessions, or increased class enrollment. The number who go into teaching is only 20 per cent of those who graduate, or approximately 1,160,000 short of the number needed.

In addition to these basic facts, the aptitude of those who go into teaching is below that of many professions as is indicated in the report of the New England School Development Council:

> In their study of manpower resources, the Commission on Human Resources and Advanced Training collected information which provided estimates of the average scholastic aptitude of students in the many professional areas which they were considering. Students preparing for teaching had an average scholastic aptitude which was below the averages of many other professions. This is not an accident. The difference had appeared in a large study of students in Pennsylvania before World War II; the difference appeared in the reports on the results of the Selective Service College Qualifying Examinations made by the Educational Testing Service. We think it is a result of the inadequate compensation which teachers receive.[2]

The profession is faced with the most difficult task of working for "quality" teachers when the supply is presently inadequate.

Costs. Basic to providing all children with an education is cost. The capital investment in building has been a major concern. It is becoming increasingly more difficult to get a bond election passed.

Approximately two thirds of the school revenue of the typical school system is used to pay the salaries or wages of the school employees.[3] Therefore, a request for increased salaries is a major increase in costs. Advocates of merit rating say you can not pay a good

[1] C. Winfield Scott, and Clyde M. Hill, *Public Education Under Criticism* (New York: Prentice-Hall, Inc., 1954), 414 pp.

[2] New England School Development Council, *Teacher Competence and Its Relation to Salary* N.E.S.D.C., Cambridge, Mass., July, 1956, p. 51.

[3] Ward G. Reeder, *The Fundamentals of Public School Administration*, The Macmillan Company, New York, 1951, p. 206.

teacher too much, but some teachers are not worth what they are presently getting.

According to the American system of free enterprise the salaries of teachers should be relatively high since the supply is low and the demand is high. However, this is not the case. Ruml and Tickton found that railroad engineers were making more than professors in large state universities and telephone operators of the New York Telephone Co. were making more than teachers in small town elementary schools.[4]

A big factor affecting teacher's salaries is the high proportion of women who constitute the ranks of the profession. The per cent of men in teaching from 1869 to 1956 is as follows:[5]

1869 to	38.7%	1919 to	14.5%
1879 to	42.8%	1929 to	16.6%
1889 to	34.5%	1939 to	22.2%
1899 to	29.9%	1943 to	15.3%
1909 to	21.1%	1945 to	16.6%
		1956 to	25.0%[6]

Caplow in an analysis of the position of women in the labor force of this country states:

1. The occupational careers of women are not normally continuous.

2. Most employed men support the family group to which they belong, but most employed women are secondary breadwinners. The pressures toward wage discrimination created by this situation are both economic and psychological. Women can often, without any real disadvantage, accept wages too low to support a family, and may even be able to afford luxuries at a wage rate which implies poverty for a male employee . . . it is perceived as right and just that, needing less, women workers receive less. For the same reasons, women are not as likely to press for wage increases, even when adequately organized and led.

4. In any woman's occupation, a considerable proportion of the qualified workers in a given area will be out of the labor force at a given moment. They constitute a reserve whose presence is always felt. . . . Thus, it is almost impossible for a woman's occupation to be effectively monopolized by the incumbents. Any occupation with a large proportion of female workers is vulnerable.[7]

The salary for teachers is set in terms of the wage scale for women rather than for men. In our society this wage scale is frequently lower for women than for men in the same job. Only 9.5 per cent of all experienced male professional workers were experienced teachers and administrators in 1950 while 42.8 per cent of all experienced female professional workers were experienced teachers and administrators. For females, teaching sets the pattern of salaries of professional workers; for men, some other profession does. Men teachers are dissatisfied with their salaries; women teachers complain less.

A study showing the reasons, other than retirement, that teachers gave for leaving teaching in New York State Public schools, showed that the greatest single reason men teachers left teaching was because of inadequate salary — 28.9 per cent. Unlike women teachers, men frequently gave low salaries as the sole reason for leaving. About 8.9 per cent left for more opportunity in other fields of work. 10.4 per cent accepted administration or supervisory positions in education, thus realizing their desire for greater prestige and high salary without leaving the educational field. Among women the greatest reason for leaving was related to marriage — 32.2 per cent because of pregnancy; 15.7 per cent husbands leave the state; 8.1 per cent to take care of home and family. Only 5.5 per cent gave inadequate salary as the reason and these were coupled with additional factors.[8]

From the information here presented one can assume that the problem for men is more accentuated than for women; and that if we desire to have and hold good men in the profession, some provision must be created so they can maintain a standard favorable to that of men in like professions or occupations. One commonly used method is to move them into administrative positions. However, this removes them from teaching. Another method is to assign extra duties. This helps financially but does not actually solve the basic problem as the man's efforts are then spread out over a larger area and often the teaching quality suffers. An approach that makes provision for the capable man without discriminating against women is to institute some provision of merit pay based on effectiveness, or valuableness to the district.

Attitudes Toward Merit Rating for Salary Purposes

School Boards. The attitude of the lay public is usually reflected by the attitude of the boards of education. Board members and their associations strongly tend to be "for merit rating."

Among the conclusion of the 1957 National School Boards Association convention can be found the following:

1. The single salary schedule and the tenure laws have bred mediocrity in the teaching profession.

2. We believe that more study and research are needed before general acceptance of the merit pay system can be given.

3. The N.S.B.A. should compile information for the use of school boards to assist them in evaluating merit.

4. It was our general feeling that merit rating for teachers is coming and that we had best face this fact and begin now studying and preparing for it.[9]

Superintendents. The nationwide opinion poll[10] revealed that 86 per cent of the superintendents were in favor of the principle of merit pay for superior teaching.

Teachers. The findings on teachers vary. The New England School Development Council sent out an opinionaire to teachers. Of the total respondents they found that 77.5 per cent were willing to be evaluated (89.2 per cent of the men, 78.2 per cent of the women). Of those who were willing to be evaluated 49.6 per cent wanted the valuation to affect salary, while 50.4 per cent did not. A breakdown between men and women, single and married, is given here because it seems significant in terms of the previously mentioned problem of holding qualified men in teaching:

Men		*Women*	
Single	56.0%	Single	43.9%
Married	64.5%	Married	55.6%
Total	63.1%	*Total*	49.1%

[4]The Fund for the Advancement of Education, *Teaching Salaries Then and Now*, Bulletin No. 1, New York, 1956, 93 pp.

[5]U. S. Office of Education, "Statistics of State School Systems," *Biennial Survey of Education in the U. S., 1944–46*, Federal Security Agency, p. 27.

[6]Ray C. Maul, "Number of Men Teachers in 1956," American School Board Journal, (Feb., 1956).

[7]Caplow, Theodore, *The Sociology At Work* (Minneapolis, Minn.: University of Minnesota Press, 1954), pp. 234–236.

[8]Edmund H. Crane, and James R. D. Erviti, *Reasons Why Some Teachers Leave Public School Teaching*, University of the State of New York, State Education Department, Division of Research (Jan., 1955), pp. 17–25.

[9]"Summary of Round Table Discussion on Merit Pay for Teachers," National School Boards Association, 1957 Convention, Friday, Feb., 15, 1957.

[10]"Opinion Poll," *Nations Schools*, Vol. 57 (May, 1956), pp. 92–94.

A recent survey of teacher opinion in Utah tends to support the survey above including the "men-women differences." In addition it indicated that there is increasing dissatisfaction with the single salary schedule and increasing interest in merit rating as related to salary.

An interesting local development was revealed by a recent survey of teacher opinion in Utah financed by the Utah Education Association. In response to the question, "Do you favor a single salary schedule for teachers, or not?", 42% of the respondents said they opposed it. This was an increase of 10 percentage points expressing this view over a similar survey in 1952 when the Public School Survey Commission found only 32% in opposition. Most of this dissatisfied group is made up of men, since 65% of them were opposed as contrasted with only 19% of the women. When they were asked, "What differentials do you thing should be included?", of the 42% favoring differentials 59% favored an allowance for merit.[11]

The official voice of the teacher's organizations have come out with definite statements against merit rating. The Department of Classroom Teachers of the N.E.A. in the Study Conference on Merit Rating voted their unqualified opposition to merit rating as a basis for salary scheduling.

The state council of the California Teachers Association in April, 1957 adopted the following policy:

The use of so-called efficiency ratings or other subjective rating devices as a basis for salary schedule placement is impracticable and inadvisable. The total contribu tion of an individual educator to his pupils, school, and community cannot as yet be precisely measured. Education of children and youth is a joint staff responsibility, not an individual educator's responsibility. Any policy device which creates a spirit of jealousy or rivalry among educators is likely to interfere with the all-around development of a successful education program.

Arguments for and Against Merit Rating

Merit rating involving extra compensation for those qualities and performances considered "superior" has, then, strong backing from some groups and strong opposition from others. Some of the basic pros and cons listed by each of these groups include the following:

Pros —

1. Teachers should be paid for what they are worth and for quality of the work done.
2. Merit rating provides incentive for wanting to improve.
hold "superior" teachers.
3. Merit rating will tend to draw and
4. The present system tends to give security to incompetents and poor teachers.
5. Relating salary to competence will promote morale in teachers.
6. The community is more willing to pay for education when better teaching is developed.

Cons —

1. Measurement is not accurate — too subjective.
2. It takes time which could better be used to improve teaching.
3. It reduces staff morale, working relationships.
4. Limitations on numbers who can be promoted cause differences between outstanding teachers, and also causes younger teachers to wait for openings in quotas.
5. It too frequently stereotypes teachers to standards, thus discouraging creative teaching.
6. It tends to worsen working conditions (tensions, worry, and strain at rating periods).
7. Education should weed out their incompetents before they become teachers.
8. Emphasis should be on developing all teachers to become better rather than rewarding or punishing a few.[12]

Conflict Between Theory and Practice

The Principle of Merit Is Accepted. After one has analyzed the arguments for and against and digested the many articles regarding merit, one comes to the conclusion that there is general agreement on the general principle of merit but getting agreement on the specfic decisions of procedure or practice is where the source of disagreement seems to be centered. "The principle of merit sounds good; in practice it may hurt education" is a typical reaction.

Why the Practice Is Condemned. What is there about the practice or procedure that has made those who believe in the principle drag their feet? Most of the arguments quoted "against" as listed previously were regarding the practice. There seem to be four basic areas of concern:

1. Can an instrument be devised that will measure the quality of teaching performance?
2. What factors should be included?
3. How and by whom should merit rating measures be administered?
4. What will be the harmful effects on teacher morale and thus teacher efficiency?

Barr[13] in a three-year analysis of 39 research studies points up the problems as related to numbers one and two above:

1. No satisfactory plan can be used by personnel offices to made judgments on teacher effectiveness, it appears.
2. Little has been done in evaluating the non-classroom responsibilities of the teacher.
3. Concern chiefly has been for general merit of teachers, though we expect teachers to have special or differentiated abilities.
4. Teaching effectiveness has been treated as something apart from the situations giving rise to it.
5. Much research seems to proceed as if qualities of good teaching resided entirely in the teacher and not in relationships with others.

McCall in reporting the North Carolina Study on Rating indicates that there is very little correlation between the amount of training or experience and merit of teachers. (This shoots a big hole in the present automatic schedules based on these two criteria.) He further reports that there is no correlation between principal's ratings and actual merit; and a slight negative correlation between peer rating and merit. There was a fairly high positive correlation between self evaluation and merit, and also a positive correlation of student ratings on the Social Behavior Scale and merit.[14]

It is interesting to compare these findings with the opinions of teachers on the N.E.S.D.C. study. When asked who they wanted to have as participants in evaluation of them, they indicated: principals, 66.0 per cent; supervisors, 48.2 per cent; superintendents, 46.6 per cent; group of teachers selected by the faculty, 15.7 per cent; group of teachers selected by the administration, 10.3 per cent; oneself, 14.2 per cent; and pupils, 14.1 per cent.

Generally merit rating programs now in use attempt to evaluate teachers not only in their general effectiveness in the classroom, but also on personal qualities and attributes, work done in the community and in the professional groups, educational travel, training, experience, professional attitude, and contribution to professional literature. There are many writers who advocate that the sole basis of judging teacher competence should be the growth of the pupils. This attitude has created a renewed determination to define objectives in behavioral terms so that adequate measuring devices can be conceived.

Based upon their study of critical incidents, the N.E.S.D.C. states, however, that the classroom focus is insufficient to carry a logical and acceptable plan of merit compensation as far as it needs to go. Distinctions between teachers become too small, too soon. "We feel that if we change our focus from the classroom to the school, to the profession. in that order, that we will truly be able

[11] Utah Merit Rating Committee, "Progress Report," Nov., 1956, p. 18.

[12] San Diego Schools, "Merit Salary Programs for Teachers," Department of Research, San Diego Schools, pp. 5–7; and Melvin Strong, "Merit Rating — Points to Consider for a Pilot Test," *Clearing House*, Vol. 29, (March, 1955), pp. 402–404; and Gale Rose, *Notes From Atlanta City Meeting, February, 1957*, pp. 38–39; *et al.*

[13] Barr, Arvil S., "Measurement of Teacher Characteristics and Prediction of Teacher Efficiency," *Review of Educational Research*, Vol. 22 (June, 1952), pp. 169–174.

[14] William A. McCall, *Measurement of Teacher Merit*, State Supt of Public Instruction, Raleigh, N. C., Bulletin No. 284 (Apr., 1952), 40 pp.

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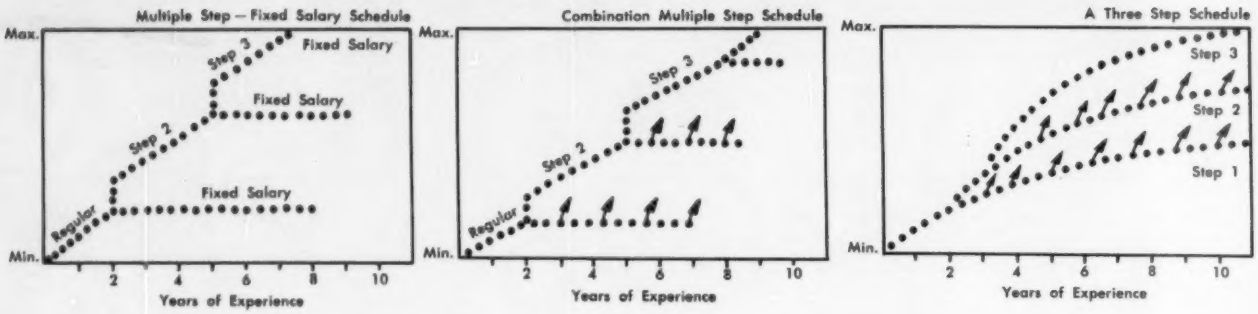
Variations in merit plans —



to distinguish among teachers on merits which are based for distinction acceptable both to the community and its elected representatives and to the teachers whose salaries will be determined by the evaluation."

As to the effect upon morale, much is said but little is known. The opinionaire of the N.E.S.D.C. reports that 50.6 per cent of the teachers felt their relations with their fellow teachers would be affected, while 49.4 per cent did not. A study was made of the reactions of teachers who were on merit compared with those who were not and those who had been on merit programs but were not then on them. The following interesting conclusions were reached:

Teachers employed in systems with a merit clause as a part of the salary policy of the system almost unanimously (192 to 9) think that teaching should be evaluated. Teachers employed in systems without a merit clause are less united in their willingness to be evaluated (1912 to 319).

From these data one might hazard the opinion that the merit salary plans to which those few teachers had been subjected were reasonably satisfying to them. Such an opinion is further substantiated by a follow-up question.

The different expectations of acceptance of a merit-clause among teachers currently employed in systems with a merit-clause and among teachers previously employed in systems with a merit-clause is worthy of note. It almost seems as if teachers who have a merit-clause accept it while teachers who had a merit-clause reject it. However, this result may also be due to differences in the way merit-clauses are currently conceived, introduced, and administered. Perhaps current policies have benefited from the mistake of the past and represent enlightened policies.

In the Utah study, the teachers are working out their own criteria. Although merit has not as yet been linked with salary, this is the purpose of the study. The morale of participating teachers as related to merit rating is improving. Don A. Orton states:

Through various devices and instruments, which the participating districts are in process of developing, a number of morale profiles have been obtained from the teachers involved in the study. . .

The most recent data indicates that in each of the three districts the teachers more strongly favored the project than when it was initiated the year before. In one district, for example, teacher attitudes toward the merit study were obtained both at the beginning and at the end of the 1955–56 year. Here are the results[15]:

Evaluation	*No. Autumn 1955*	*No. Spring 1956*
No good	32	14
Mediocre	30	23
All right	65	56
Good	23	45
Excellent	4	18

One can probably conclude that merit rating without teacher participation will probably fail; but with teacher participation, it will probably succeed; yet the ultimate instrument may be the same. The manner of approaching merit rating is more important than the scale itself.

Guide Lines for Success or Failure

Based on an examination of a great number of reports of experience with merit rating and personal visits to several school districts which have tried or are using merit programs, the Utah study group made these generalizations:

A. Reasons why some merit programs seem to be succeeding:
   1. Basic purpose of the plans is to help teachers succeed and improve in their work. Criteria relate validly to teaching and the purposes of education.
   2. Administrators are well trained to work closely with teachers as instructional leaders and have time to do so.
   3. Principal (or department head)-teacher ratios are low (1 to 15). Teacher-pupil ratios are moderate (1 to 25 or 30).
   4. Community provides teachers with a good basic salary program — sizeable merit payment are added for those qualified.
   5. School boards believe in merit idea and want it to succeed.
   6. Teachers have cooperatively helped to develop program.

B. Reasons some merit programs have difficulties or have failed:
   1. Rating is mechanical or does not reflect a true picture of good teaching. Criteria are inadequate.
   2. Evaluators are poorly trained or do not have time to do the job.
   3. Merit payments are so small they are meaningless or are connected with a low schedule in which most teachers are underpaid.
   4. The merit program is imposed on the teachers and they have no voice in its policies.[16]

Types of Merit Salary Schedules in Operation

There are probably as many different types of salary schedules based upon merit as there are districts claiming to have such programs as little effort has been made toward co-ordination. Some writers have even included the traditional "training-experience" schedule as a merit program. The analysis presented here is based on the assumption that merit rating for salary purposes is concerned with identifying the "superior" teacher and rewarding him in a monetary way. The most commonly suggested methods as reported in the literature are given below.

Super Maximum Service Bonuses. The super-maximum-service bonus allows increments above the normal maximum salary based upon superior teaching. Only teachers who have reached the last rung on the salary ladder are qualified for evaluation for merit. This method seems to be decreasing in large

[15]Don A. Orton, "Utah Merit Study — Its Progress and Procedures," *School Executive*, Vol. 77, (Sept., 1957), pp. 98–99.

[16]Gale Rose, "Merit Pay For Teachers — The Issues As Seen in the Utah School Merit Study," Director, Utah Merit Study Committee, Notes For Atlantic City Convention, 1957, pp. 34–35.

(Concluded on page 45)

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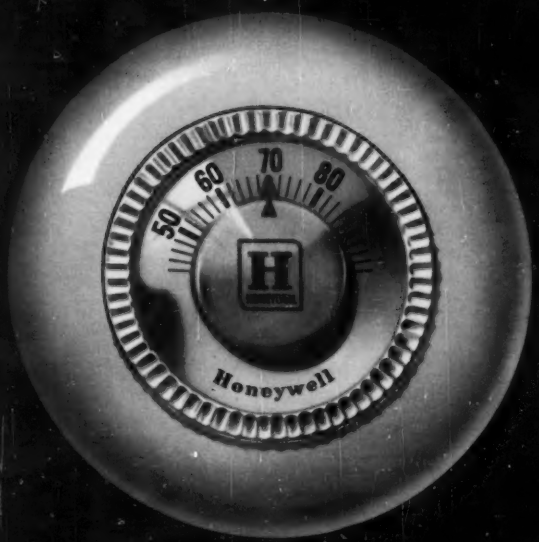

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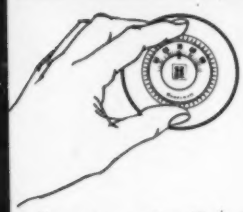
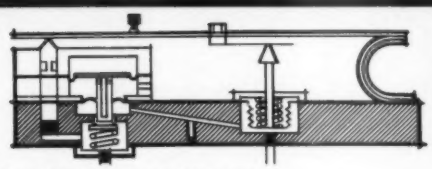


EASY TO USE

Just turn the dial. That's all you do to set the *exact* temperature you want on the Honeywell Pneumatic Round. The desired setting may be locked in place, to prevent tampering by students.



INGENIOUS CONCEPT

The Pneumatic Round makes new use of the force-balance principle—provides an automatic self-check on each change in control signal. This results in the smoothest, most accurate system response.

PRECISION COMPONENTS

ASSURE TOP QUALITY

PERFORMANCE

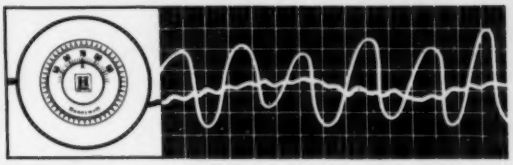
"Classroom comfo

Pneumatic Round

tat for every classroom in your school

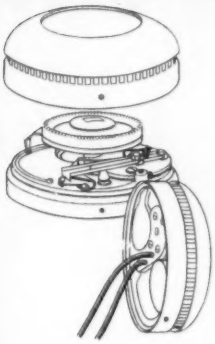
PRACTICAL,
MODERN DESIGN

A durable metal cover guards the Honeywell Pneumatic Round against shock or tampering. The grille encircling the thermostat protects the inner parts, yet allows free air flow for accurate temperature reading.



SHARP SENSITIVITY

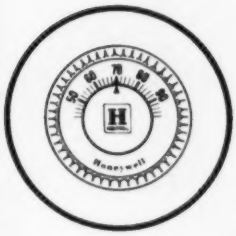
The Honeywell Pneumatic Round is the fastest responding thermostat on the market. It responds almost *instantly* to any change in room temperature. This assures fast, accurate temperature control.



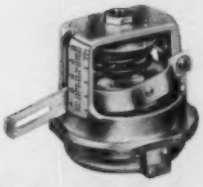
MECHANICAL
SUPERIORITY

Numerous engineering improvements make The Honeywell Pneumatic Round easy to install—easy to maintain. It is mechanically superior in every detail.

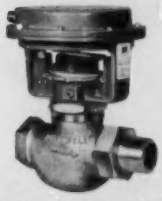
ARRESTING
BEAUTY



The Pneumatic Round was designed in the studios of Henry Dreyfuss, world renowned industrial designer. The bronze metal cover of the thermostat may be removed and painted, to fit any color scheme.



M0516 Damper Motor controls unit ventilator damper. Diaphragm construction reduces friction, stops sticking, aids modulating action of control team.



V0512A Unit Ventilator Valve regulates hot water or steam flow. Diaphragm and Teflon cone packing give smooth modulation throughout the valve travel.

L0907 Air Stream Thermostat has fast response, fewer moving parts. Working with room thermostat, it resets the air temperature delivered by the ventilator.

means more take home learning"

The Honeywell Pneumatic Round is outstanding

in every way • Gives exact temperature reading • Delivers exact temperature set • Responds instantly • Precision accuracy • Rugged and tamper-proof • Easy to see and set • Dust and dirt proof • Decorative beauty • Conveniently located • Precision components

Only a thermostat on the wall can sense temperatures the way an occupant does

Feature for feature the Honeywell Pneumatic Round Thermostat is superior in every detail. For complete information, telephone your nearest Honeywell office. Or write: Minneapolis-Honeywell, Minneapolis 8, Minnesota.

Efficient Honeywell Service and Maintenance available throughout United States and Canada

Convenient, economical Honeywell service assures continued maximum efficiency of all automatic control equipment. Maintenance and service facilities are available through Honeywell branch offices in 108 key cities in the United States—15 in Canada.

Honeywell

H HONEYWELL *First in Control*

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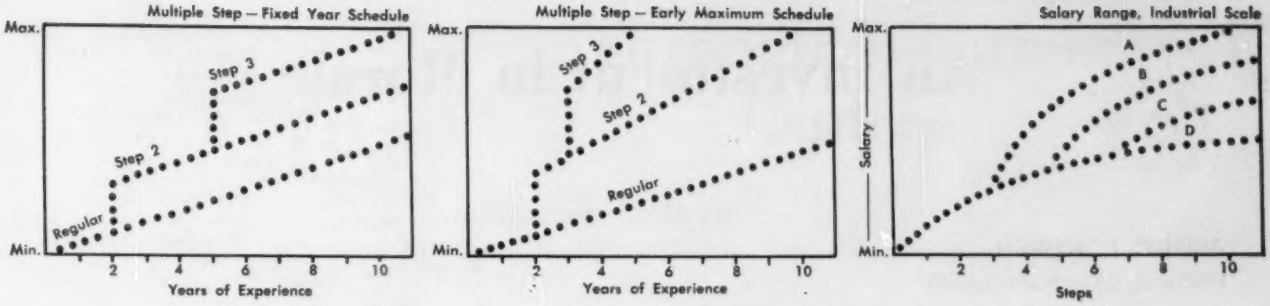


city systems. Cities of over 100,000 population have decreased from 26.6 per cent in 1936 to none in 1953. The number of cities between 30,000 and 100,000 population covering the same period and reporting superior service maximums have decreased from 32.7 per cent in 1936 to 5.8 per cent in 1953.[17]

Bonus at End of Any Given Year. A second type of bonus which is used by some districts is to grant a bonus at the end of any given year. Any tenure teacher is eligible to be considered. The amount of the bonus and the number to be given are pre-determined by the board of education.

Increased Responsibility Based Upon Superior Teaching. Under this plan, superior teachers are identified on the basis of defined criteria, and are given responsible assignments which are related to their teaching work, as, department head, supervisor of training teachers, curriculum writer, etc. The amount of compensation to be awarded is fixed by the degree of responsibility given. The amount thus determined is added to the regular salary schedule.

Industrial Merit Plan. The industrial merit plans are usually based upon experience, training, and job description. New employees are placed on their selected class (class based primarily on job description). Progress on the first few steps may be automatic. Evaluations are then made to determine ability level of employee. The employee is then placed upon tracks. Employees on Track A will receive larger steps, progress more rapidly, and reach a higher salary than employees on Track B, etc. Employees may be moved either up or down a track depending on whether they improve, or do not meet the requirements.

Two- or Three-Step Schedules. A two- or three-step schedule is based on the district's existing salary schedule. Superior teachers are identified on the basis of defined criteria. Opportunity is given superior teachers to take a step upward and continue on a new schedule. The superior teacher is eligible for merit increase at any given year after tenure has been established or the probationary period is over.

There are many variations to this basic two-, three-step schedule. Some of these variations are:

1. The years are specified instead of "any given year." For example, a teacher is not eligible for step two until after three or six years of experience. A teacher on step two is not eligible for step three until after three or six years experience on step two.
2. Multiple step is combined with an early maximum schedule. Step two and three can get to a maximum quicker, i.e., fewer years of experience necessary.
3. Another variation is the multiple step-fixed salary schedule. After a few basic increases, salary is fixed for the remainder of service unless a person qualifies as a superior teacher and moves to the next step.

Conclusions

There is an increasing interest on the part of the public and the profession in merit rating for salary purposes. This increased interest has been stimulated by teacher demands for higher salary, manpower shortages, fear that the quality of education is low, and the enormous expenditures of money needed to build new facilities and hire teachers for the continually increasing student population. Merit rating for salary purposes has been proposed as a method of helping to solve these problems.

The proponents for merit rating use arguments based primarily upon principles and needs. Those against, indicate the "unsolved" practical problems of application. Stoddard expressed the practical problem when he said it was like "Indian leg wrestling with an octopus."[18] Since agreement on principle is quite unanimous, efforts should be made to bridge the apparent gap between principle and practice.

A study of districts which have merit rating programs, reveals a variety of schedules based on merit: super-maximum service bonuses, bonus at the end of any given year, increased responsibility based on superior teaching, industrial merit plan, two-three step schedules, and combinations of these types.

Since agreement is found that good teaching can be differentiated from bad teaching, it is assumed that superior teaching can be differentiated from good teaching; however, it is recognized that the process is more complex and the criteria and instruments used must be more closely defined. A number of studies have been completed, and there are several now in process which are attempting to improve the measuring device.

In addition to the technical problem of defining and measuring the superior teacher, there is also an emotional problem, a basic fear of merit rating, which affects teacher morale. It has been demonstrated that the morale factor is greatly influenced by the amount of teacher participation or non-participation in developing the program.

One might say in conclusion that a merit rating program for salary purposes should:

1. Develop a valid definition or description of good teaching.
2. Develop a fair and practical procedure of appraisal.
3. Develop a constructive relationship between the appraisal system and the salary system.
4. Secure the co-operation and participation of teachers in development of the program. ■

[17] National Education Association, "Salary Differentials Based on Quality of Teaching Service," Research Division, 1952–53.

[18] Gale Rose, "Notes From Atlantic City Meetings," Utah Merit Study Committee, Salt Lake City, Utah, Feb. 1957, p. 4.

The purchasing manual as —

An Investment in Morale

ARTHUR L. NEWELL
Lancaster, Ohio, Public Schools

It has been said many times by many people that administrators are too busy with menial tasks and often forget, or seem to forget, that good administration requires that each person needs to have a clear definition and thorough understanding of his job, plus a general knowledge of the entire education process. Keeping the entire staff happy is a continuous responsibility and merits daily consideration and application of the Golden Rule. No merit raise or annual increment is a cure-all for uplifting morale.

One of the proven ways of spreading the "good news" is the organization of a purchasing manual for the school system. Regardless of size or location, each member of the school staff wants to know when he might be able to requisition needed supplies and equipment. It is essential that policies regarding procurement be in writing and available for reference. The new teacher or school secretary should be informed during the initial orientation period as to what materials can be secured. Custodians, cooks, bus drivers, in fact all service employees have similar basic needs and requests. Purchasing policies in writing can do much to strengthen morale and help to create a better understanding of how the purchasing dollar is budgeted and expended.

Acts as Official Guide

The purchasing manual is designed to assist all school employees in their understanding of business practices and why such practices serve rather than hinder efficient service. It is true, and probably always will be, that some people do not like to conform to administrative policies, but after the policies are explained to the individual or at a group meeting where all may hear and question if necessary, then the administration of purchasing practices contribute to a large degree toward lifting the morale of the entire staff. Also, it is good practice to explain to the entire staff that the purchasing agent is the representative of the board of education and is responsible for securing open competition among vendors. Also, the purchasing agent has the delegated authority to establish purchasing procedures designed to provide for individual needs.

Purchasing Is Service Department

A well-prepared manual stresses the point whenever possible that the purchasing department is strictly a service department and should provide the right materials of the right quality, in the right quantity, at the right time and place. Procedures should be so explained that efficiency and better service is the constant objective and aim of the purchasing department. Each manual should contain a timetable that may be used to schedule purchases. This timetable must be in writing and will do much to eliminate favoritism and will provide each employee with a better understanding of how the ordering is to be accomplished. The need for continuous in-service training has proven to be highly successful, and this method of periodic instruction of purchasing policies and procedures will bring about a better understanding. The manual may well become the textbook for a basic training program where service above self may be outlined for living and working in the school program.

Language Important

The attainment of uniform purchasing policies requires the acceptance of said policies by the staff, not only in theory but in day-to-day practices. Written policies should be in nontechnical language in order that each employee may understand how the policy applies to him. All employees need to understand the manual in its entirety, and the terminology should be nontechnical. Even before the policies are assembled for compiling, it is well to discuss proposed policies with members of the professional and nonprofessional staffs. Information received from staff members on purchasing policies and their application can be invaluable and should become a part of the initial planning.

What the Manual Should Include

The preparation and use of a well-outlined manual will strengthen the importance of the purchasing department and will assist in the development of departmental pride. An index or table of contents will do much to simplify the reading and acceptance of the purchasing manual. The following suggested outline for assembling of policies and practices is a step in the right direction:

I. *Scope and Objectives of Purchasing*
- A. Purchasing Function
  1. Need for proper co-ordination
  2. Responsibility of purchasing agent
- B. Centralized Purchasing
  1. Responsibility in one office
  2. Better internal control
  3. Advantages of procedure
- C. Procurement
  1. Not an isolated administrative function
  2. Use of orderly methods desirable
- D. Standardization
  1. Is essential for success
  2. Elimination of special production
- E. Purchasing Activities
  1. Development of supply sources
  2. Periodic supervision is necessary
- F. Ethics of Purchasing

II. *Standard Procedure for Purchasing*
- A. Purchase Requisition
- B. Specifications
  1. Instrument for quality control
  2. Provides for fair competition

C. Securing a Price Quotation
   1. Receiving competitive bids
   2. Negotiation is necessary
   3. Selecting a qualified vendor
D. Purchase Order
E. Follow-Up of Order for Delivery
F. Receipt of Goods
G. Approval for Payment
   1. Responsibility of the vendor
   2. Responsibility of the principal
H. Procurement Schedule

III. *Competitive Purchasing*
   A. Selecting Vendors
      1. Service is basic requirement
      2. Many factors are to be considered before selection is made
   B. Purchasing Research
      1. Is a continuing process
      2. Catalog file is available
      3. Numerous specifications on file

IV. *Purchasing Principles*
   A. Certain principles govern buying
   B. Storage of school supplies and equipment
   C. Inventory records

V. *Summary*

VI. *Appendices*
   Requisition
   Request for price quotation
   Instructions to bidders
   Purchase order
   Inquiry or follow-up on requisition
   Inventory record

Adequate Distribution Essential

In order to insure complete dissemination of information to all parties concerned, a planned program of adequate distribution will aid in public relations, first with the school staff employees, then with the many vendors that service the schools with numerous products. The purchasing manual provides a pattern for employees to carry out. A copy placed in the faculty room or in the lounge with prove beneficial. Each school principal, secretary, head custodian and head cook should receive personalized copies. Of course, all members of the administrative staff and board members will benefit from the purchasing manual. Influential citizens, local libraries, chamber of commerce members, etc., should have copies of the manual. Many of the local vendors that do a sizable volume of business with the school system should have an individual copy. The minor cost in mimeographing or by using the offset duplicator will be greatly overshadowed by the enthusiastic response received by interested persons. Even though the purchasing manual does not provide all of the answers, it is an important step toward the solution of management problems in the field. Experience has proved also that the number of inquiries involving policies and procedures will be reduced, thus saving time and money.

It may be said without reservation, that the time invested in the compilation and money spent in assembling of the purchasing is a strong investment in morale — in the school system and in the local community. ■

Improving Instruction Through Materials Centers

REYNOLD A. SWANSON

Director, Instructional Services, Wauwatosa, Wis., Schools

Education, like industry, has developed new tools. It has learned much about the type of facilities needed for effective teaching and learning. Today, schools should have ready access to an adequate supply of efficient teaching resources. If teachers are to be expected to do their best work, they must be supplied with up-to-date and efficient tools, materials, and resources.

In fact, "most frequently teachers do not use audio-visual materials because they are not available or not readily accessible."[1] Many of the teachers of the Wauwatosa, Wis., schools, in planning learning experiences with their students, recognize and attempt to provide the variety of materials and resources needed. Sometimes it becomes a frustrating and time-consuming task. It requires the searching out of materials located here and there in the building and conferring with an already busy teacher in charge of maps, globes, and charts. The experience of these teachers pointed up rather forcefully the need for the co-ordination of instructional materials in a school building as well as in a school system.

It was decided to use the committee approach in the solution of the problem. This eventually involved the entire administrative staff who in turn sought out suggestions from their respective faculties. The outcome has been the development of a central Instructional Materials Center which serves all of the Wauwatosa schools. In addition, each school is in the process of developing its own center.

Definition and Function

An instructional materials center is a well-planned area housing materials and equipment for instructional use under the supervision of a competent person well versed in general education and available materials. It should provide services, facilities, materials, and equipment to improve the instructional

[1]Swanson, Reynold A., "Utilization of Audio-Visual Materials by Teachers in Minnesota" (unpublished Doctor's dissertation, The University of Colorado, Boulder, 1953), p. 153.

"An instructional materials center is an area housing equipment for instructional use under the supervision of a competent person."

program of the school or system for the benefit of the pupils, teachers, and adults of the community.

The center serves as a depository for special materials which will aid the teacher to present better his subject area and to take care of the wide range of individual differences that exists in classes. The educational aids adaptable to further the professional growth of the teaching staff are also considered a part of this type of organization.

This is a place, also, where new or experimental types of instructional materials may be developed, produced, and evaluated for possible future use or adoption.

Organization and Service

More important than specific and limiting directions for organization is the providing for an individual responsible for administering it. Whether a single individual, a committee, or a rotating system of responsibility is best, will depend upon the size of the school, the degree of departmental organization, and the physical plant. However, the principal should assume dynamic leadership in the organization, development, and promotion of the materials center.

What can be done within the existing framework of the school to help develop better materials services and classroom facilities? Here are a few suggestions for providing teachers with needed resources:

1. Encourage teachers to actively participate.
2. Co-ordinate staff efforts through a central committee composed of one qualified staff member from each school with the administrative staff available as consultants.
3. Provide essential information about existing resources and be constantly alert to discover new materials.
4. Utilize the area of student-produced instructional materials. Every school has a potential for producing teaching tools which is rarely tapped — the students themselves. This is especially true at the secondary and adult levels. Classes in art, photography, printing, creative writing, and radio and TV programs can assist in providing many needed classroom materials. Excellent sets of slides, picture sets, tape recordings, and some motion pictures have been produced by student groups. The art class and the shop class can contribute effective dioramas and exhibits; science students can prepare specimens and collections. This program has the further advantage of providing valuable educational experiences for the student himself.

Materials and Equipment

Each center should be organized to handle may types of equipment, materials, and services such as the following:

1. Curriculum materials and professional literature for teachers.

"The center serves as a depository for special materials which will aid the teacher to present better his subject area . . ."

2. Bulletin boards, chalkboard, display center, a card index, and an evaluation index should be included. A check-out system should be devised using cards or forms — something which is simple.
3. Preview and laboratory facilities should be provided even though they be in the same room.
4. Equipment for conditioning, rewinding, inspecting, and splicing films should be located here. Also provision for simple repair of audio-visual equipment and materials.
5. Materials and equipment should be provided so that pupils and teachers can make maps, charts, graphs, models, mock-ups, objects, specimens, puppets, posters, dioramas, flannel boards, exhibits, slides, and items needed for demonstrations and experiments.
6. Provide tape transcriptions for use in classrooms. Arrangements should be made to record radio programs on tape, particularly those programs which come outside of school time. Tape recordings are also available from central distributing centers such as Minnesota Department of Education.

In general, consideration should be given to the handling of the following types of equipment and materials through the instructional materials center organization: 16mm. sound projector, speed-i-o-scope, reading accelerator, controlled reader, overhead projector, telebinocular, record player, microscope, art objects, teaching aids (puzzles, toys, etc.), printed materials (literature, reference books, pamphlets, magazines), opaque projector, filmstrip projector, slide projector, television, tape recorder, radio, micro projector, terrariums, maps, globes, tapes, specimens, and pictures.

Housing Facilities

The housing facilities should provide for: (1) the storage and handling, repair and distribution of audio-visual materials and equipment, (2) production of materials, and (3) preview of materials.

Each physical plant and school program should provide adequate storage and functional work space. Two possibilities might be: a central location near the library or administrative suite — a location which is not "out-of-the-way" for teachers, or a small central location plus assignment of materials to specific subject areas; e.g., social studies, English or language arts, science and mathematics, music, art.

The amount of space available and the extent to which each school will develop these operations will, of course, depend upon the individual building involved.

Implementation

The Instructional Materials Center should be so organized that it provides the greatest service for each individual school. In the development of this center the following should be given serious consideration at all times:

1. Annual budgetary allowances for the staff; purchase and rental of materials and equipment, maintenance of equipment and materials and a planned program of equipping building properly.
2. Orientation of teachers to the instructional materials center.
3. An in-service training program as to the use and availability of materials in the instructional materials center. ■

Simplicity of design, harmony, functionalism, and attractiveness are emphasized in the structure of—

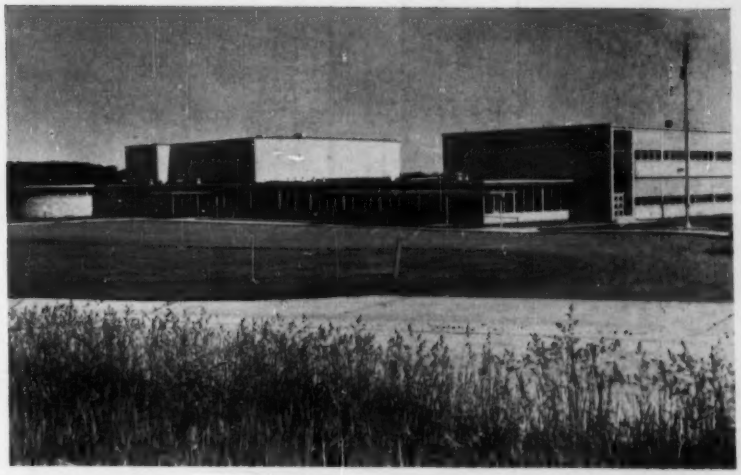
The Eisenhower Junior-Senior High School

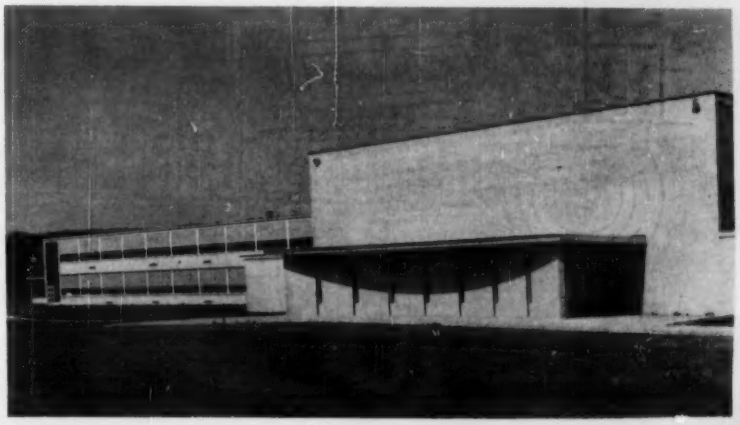
C. V. ERDLY
Director of Research
Hunter, Campbell & Rea, Architects

The educational demands of the space age in a rural section of Warren County, Pennsylvania, are met physically by the General Dwight D. Eisenhower Junior-Senior High School Plant. Simplicity of design attracts attention and promotes the functionalism of the investment. An unusual harmony prevails between the appropriate lines of the structure and the site environment surrounded by vast stretches of fertile farm and wooded hillsides.

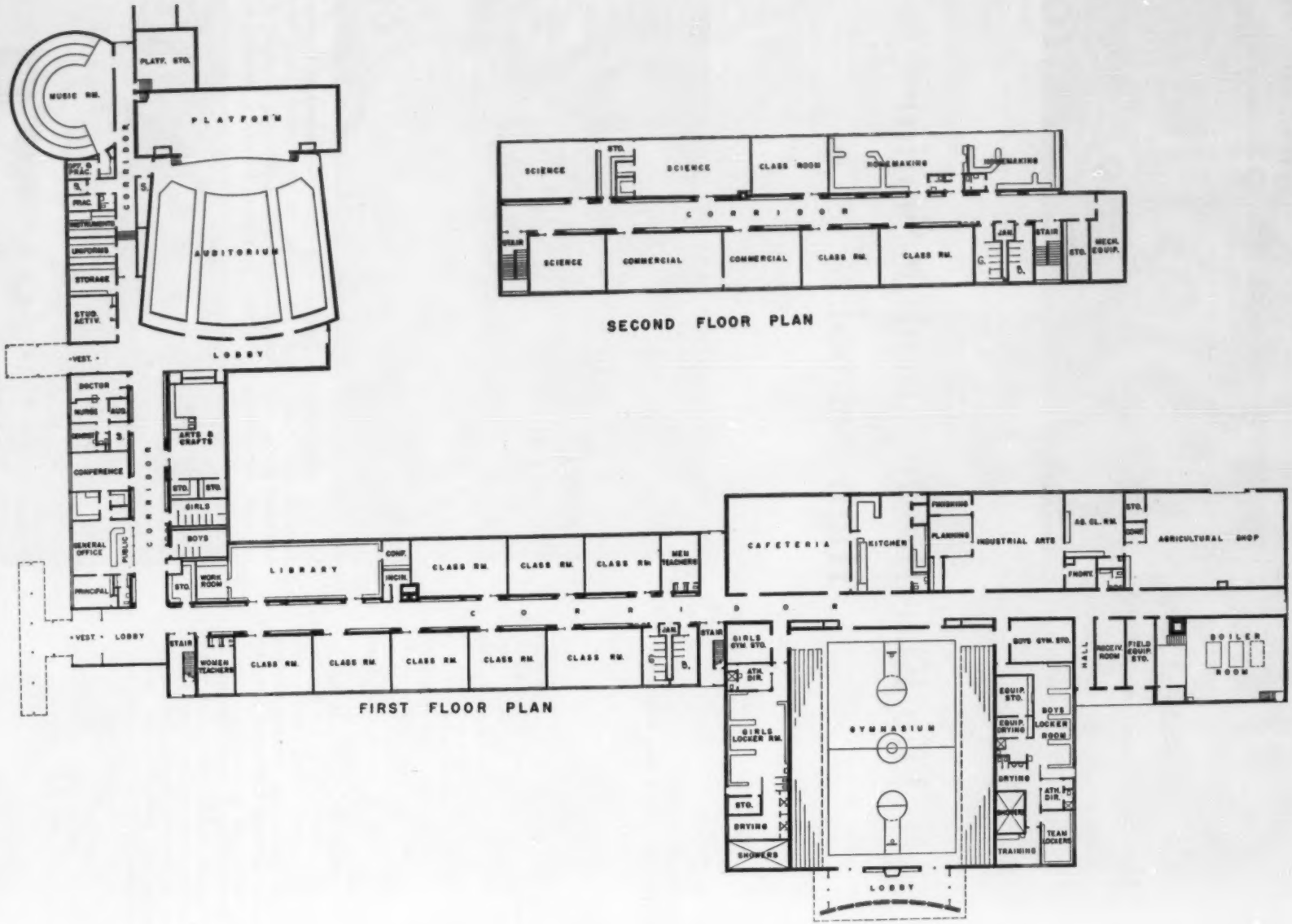
The gently sloping 22-acre site has afforded opportunity to provide landscaping, access drives, play courts, athletic fields, and parking areas at slightly different levels, and also good drainage.

The building is room-scheduled for 550 pupils and includes school service areas for classroom instruction, laboratory experiments, commercial practice, homemaking instruction and projects, shop training, library experience, health and physical education, nurse services, group assembly, food services, student activities and conferences, counseling services, and administration.



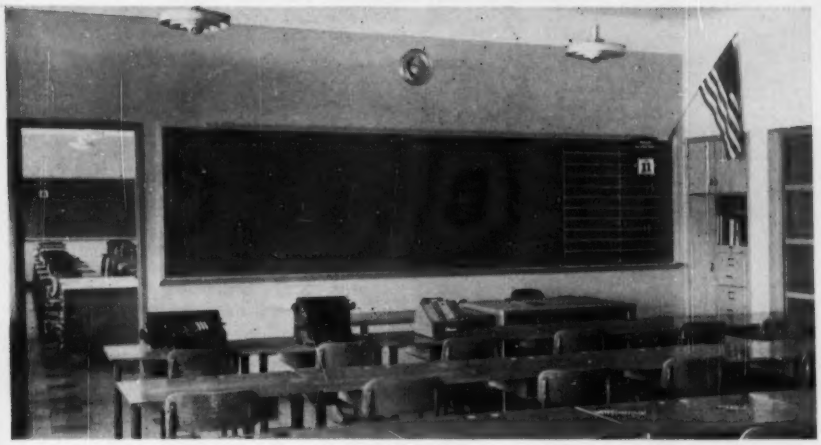


Views of the south side (above) and east side (below) of Eisenhower Junior-Senior High School. Architects for the school were Hunter, Campbell & Rea of Altoona, Pennsylvania. Supervising principal of the northern area joint school system in Warren County is Everett Landin.



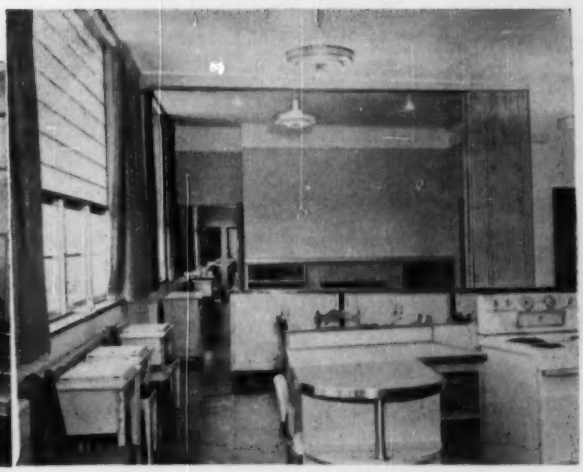
SECOND FLOOR PLAN

FIRST FLOOR PLAN



Above: The library, with the librarian's work area beyond the glass partition. Left: A view of the classroom where bookkeeping and other "desk" subjects are taught.

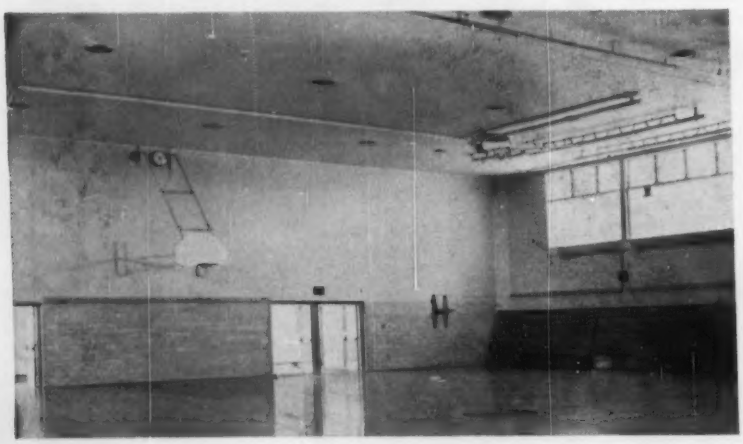
Below: The semi-circular music room. Right: A view of the homemaking suite along its exterior wall.



Summary of Finances

Total amount financed by the state public school building authority	$1,252,000.00
General contract	$801,099.55
Plumbing contract	$97,315.48
Heating contract	$114,762.00
Annual rental	$81,024.36
Part of rental paid by state	$67,520.30
Cost of site	$5,001.40
Cost of building construction per cubic foot	$0.76
Size of building (cu. ft.)	$1,434,000.00
Electrical contract	$88,888.88
Architects' fees	$66,129.95
Furniture & equipment	$78,109.50
Part of rental paid by school district	$13,504.06
Size of site	22 acres
Cost of building construction per sq. ft.	$14.58
Size of building (sq. ft.)	75,500

Above: A view of the cafeteria dining area. Below: The lobby end of the 7,500 square foot gymnasium.



The exterior construction embodies a moderate use of co-ordinated variety in color, materials, and design. A warm gray, iron-specked brick and glass block are the chief exterior materials. Metal window frames with intermediate projected sash, crystal glass windows, stainless steel cornices, and stone sills comprise the other exterior materials. Monotony in design through simple lines is overcome by variety in lobby walls, stairwells, and general window and entrance features.

The features of the interior are the result of co-operative studies on school attractiveness and functionalism by school staff personnel, lay people, board members, and architects. Eisenhower High is evidence of the merits of community and professional group activity.

The two-story classroom section and the one-story section — health, art, and administration — are necessarily more quiet areas and are, therefore, located where less traffic noise occurs. The educational and services areas where the activities are less quiet — music, cafeteria, shops, gymnasium, shower rooms — are located beyond the classroom section. After three years of operation, the division of the comparatively quiet areas and noisy areas has proved to be very beneficial in school operation. The noise factor is thus reduced by careful layout, and is further arrested by the use of acoustical materials on ceilings and some side walls.

All classroom and corridor floors are asphalt tile, terrazzo in shower and toilet rooms, vinyl plastic in science laboratories and cafeteria areas, quarry in kitchen. Classroom appointments include storage spaces, built-in file, enameled metal chalkboard and cork tackboard with aluminum trim, and mounting rail.

The heating is supplied from oil-fired steel boilers and distributed through cabineted univents. All toilet fixtures are wall-hung. Artificial lighting is of the incandescent type and has been found to be adequate and economical. ■

School District Tort Immunity Overruled

STEPHEN F. ROACH
Editor, **Eastern School Law Review**, Jersey City, N. J.

"We conclude that the rule of school district tort immunity is unjust, unsupported by any valid reason, and has no rightful place in modern day society. . . . [we] accordingly hold that school districts are liable in tort for the negligence of their agents and employees and all prior decisions to the contrary are hereby overruled."

In these sweeping terms, the Illinois Supreme Court recently handed down its decision in a pupil-injury suit[1] which might well become one of the "landmark" cases in American public school law.

This case assumes importance for several reasons: First, because it deals with an issue that is assuming increasing significance for school board members with each passing day — viz. Is the long-accepted legal principle which grants tort immunity to a school district for the negligent acts of its employees and agents an equitable one? A second reason for the importance assigned to this case lies in the fact that the court here ruled *squarely on the issue of district immunity per se* — without any qualifying conditions such as whether or not the district had applicable insurance coverage, or whether the acts complained of were governmental or proprietary in nature. Then, finally, the Illinois Supreme Court is a highly respected one; hence its decision may well carry considerable weight in the eyes of the higher courts in other states when similar cases arise.

And the potential number of such cases in *any single state* is almost limitless!

Facts of the Case

Molitor, a minor, brought suit against the Kaneland Community Unit School District for permanent personal injuries sustained by him when the school bus in which he was riding left the road, allegedly as a result of the driver's negligence, hit a culvert, exploded and burned. Molitor sought judgment in the amount of $56,000.

In his complaint, the plaintiff made no allegation of the existence of insurance or other nonpublic funds out of which a judgment against the Kaneland District could be satisfied.

Although the record showed that the District did carry public liability insurance with limits of $20,000 for each person injured and $100,000 for each occurrence, Molitor stated that he had purposely omitted such an allegation from his complaint.

The District's motion to dismiss the complaint — on the usual ground that a school district was immune from liability for tort — was sustained by the trial court and, on appeal, by the Appellate Court. Thereupon, the present [further] appeal was taken to the Supreme Court.

In his brief, Molitor frankly recognized the Illinois rule — established by the Illinois Supreme Court in 1898 — that a school district was immune from tort liability, but asked, in effect, that the rule be abolished *in toto*.

The Issue

Though the pertinent issue has already been referred to in an earlier paragraph, it might be well to restate it in the exact words used by the court:

". . . [In] the light of modern developments, should a school district be immune from liability for tortiously inflicted personal injury to a pupil thereof arising out of the operation of a school bus owned and operated by said district?"

The importance of this question to the Kaneland school board members specifically is self-evident. And the importance of a ruling *squarely on this issue* to all other school board members — whether in Illinois or in some other state — has already been commented upon.

The Findings of the Court

In its opinion the present court made the following significant comments:

> Historically we find that the doctrine of the sovereign immunity of the state, the theory that "the King can do no wrong," was first extended to a subdivision of the state in a 1788 English case. . . . It should be noted that [this 1788] case was later overruled by the English courts, and that in 1890 it was definitely established that in England a school board or school district is subject to suit in tort for personal injuries on the same basis as a private individual or corporation. . . . Non-immunity has continued to be the law of England to the present day.
>
> * * *
>
> [In] 1898, eight years after the English courts had refused to apply the [1788 case] doctrine to schools, the Illinois [Supreme] Court extended the immunity rule to school districts . . . where it held that the Chicago Board of Education was immune from liability. . . . That opinion reasoned that since the State is not subject to suit nor liable for the torts or negligence of its agents, likewise a school district, as a governmental agency of the State, is also "exempted from the obligation to respond in damages, as master, for negligent acts of its servants to the same extent as is the State itself." Later [Illinois] decisions . . . have sought to advance additional explanations such as the protection of public funds and public property, and to prevent the diversion of tax moneys to the payment of damage claims.

Then surveying "the whole picture of governmental tort law as it stands in Illinois today," the opinion noted that the General Assembly "has frequently indicated its dissatisfaction with the doctrine of sovereign immunity" by legislatively imposing tort liability upon certain governmental units. In addition, the present opinion noted that the Illinois courts had imposed full liability in tort on municipal corporations when performing "proprietary" activities. The present court then continued:

> of all the anomalies that have resulted from legislative and judicial efforts to alleviate the injustice of the results that have flowed from the doctrine of sovereign immunity, the one most immediately pertinent to this case is the . . . provision of the Illinois School Code [which permits school districts, if they wish, to insure against any loss or liability resulting from or incident to the ownership, maintenance or use of any school bus]. Thus, under this statute, a person injured by an insured school district bus may recover to the extent of such insurance, whereas under the [1898 immunity] doctrine, a person injured by an uninsured school district bus can recover nothing at all.
>
> [We] interpret [the cited] section [of the School Code] as expressing [legislative] dissatisfaction with the court-created doctrine of governmental immunity and an attempt to cut down that immunity where insurance is involved. The difficulty with this legislative effort to curtail the judicial doctrine is that it allows each school district to de-

(Continued on page 66)

[1] *Molitor* v. *Kaneland Community Unit District No. 302.* In Illinois Supreme Court; Docket No. 35249 — Agenda 32, Mar., 1959.

WORD FROM WASHINGTON

School Equipment Purchase Guide

ELAINE EXTON

The availability of a new resource to help school authorities improve the content and quality of instruction in the sciences, mathematics, and modern foreign languages and obtain maximum returns for their educational dollars when purchasing equipment and materials in these fields is being hailed in educational circles as one of the significant events of the new school year.

Educational Significance

G. E. Watson, state superintendent of public instruction in Wisconsin and the incumbent president of the Council of Chief State School Officers whose leadership has made possible the development of the *Purchase Guide for Programs in Science, Mathematics, and Modern Foreign Languages*,* calls its completion "one of the fine accomplishments of recent educational activity." He anticipates that besides arming school officials with information to aid them in securing better values in well-equipped classrooms, the new measuring instrument will assist manufacturers in making products of greater educational usefulness at lower costs and discourage sales of shoddy or uneconomical apparatus.

His enthusiasm is shared by other chief state school officers whose comments range from "I am sure that this *Purchase Guide* will be of great assistance to teachers and administrators in selecting appropriate materials to make the programs of instruction in the subjects dealt with more effective" (E. E. Holt, state superintendent of public instruction, Ohio) to "We are strongly recommending to the superintendents of schools in all Rhode Island towns and cities that as far as possible the *Purchase Guide* be used exclusively in making out bids or orders for which they may expect to be reimbursed under Title 3 of the National Defense Education Act" (Michael F. Walsh, state commissioner of education, Rhode Island).

The volume also provides school board members with a documentary yardstick against which to judge the equipment requests submitted by their schools in areas covered by the *Purchase Guide*.

The educational effect of following the *Guide's* suggestions will tend to modernize course content and to accelerate the curriculum, particularly in science. For instance some standard experiments in principles of science that used to be performed in the more advanced courses such as physics are recommended for the earlier years of high school. In modern foreign languages, oral methods of instruction making use of electronic equipment are emphasized.

Contents of Volume

What then are the contents of this 344-page volume which is said to offer "invaluable" assistance to teachers, administrators, and school board members in conserving school dollars and upgrading instructional programs?

The work begins with a 23-page compilation of equipment lists in seven subject fields — biology, chemistry, elementary science, general science, physics, mathematics, and modern foreign languages. These are subdivided into *Basic*, *Standard*, and *Advanced* categories designed to alert teachers to the suggested equipment necessary for basic and advanced learning. They are also intended to facilitate purchasing articles that will make possible a balanced course of study.

It is hoped this procedure will discourage buying obsolete apparatus and expensive, seldom-used gadgets unsuited to the instructional program. Without such guidelines, comments Harold B. Gores, it is possible that a small high school with $500 to spend on science equipment for the year might purchase a large expensive piece of apparatus, such as a ripple tank, which could exhaust its budget but fail to meet its instructional needs for more than a few hours.

Sandwiched into the book are ingredients which give the index its unique flavor:

1. A 217-page Master List of 954 instructional aids for teaching science, math, and modern languages composed of technical specifications written by the U. S. Bureau of Standards and educational use data supplied by the Purchase Guide Staff.
2. A series of descriptive essays furnishing guidelines to schools for remodeling laboratories and treating in greater depth certain aspects of the most effective use of these aids in modernizing courses of study.

The Master List

The alphabetically arranged Master List begins with an "Abacus" for elementary mathematics and concludes with "Zone Plates for Lensless Telescope Demonstration" in general science. Its entries range from such articles in common use as electric bells, aquariums, and workbenches to less well-known apparatus like hemocytometer sets and thermisters. Eight different kinds of microscopes are described and more than 20 types of tubes.

In a commendable effort to relate the equipment needed for the teaching of mathematics, science, and modern foreign languages to instructional content each of the purchase descriptions includes a statement on intended use as well as functional specifications to help insure that the piece of apparatus delivered meets minimum quality requirements. The modern language specifications were written by communications engineers, electronic technicians, and language instructors.

The concisely worded *technical* specifications for mathematics and science apparatus on the other hand were developed by the U. S. Bureau of Standards. They represent a wide departure from the detailed full-length treatment normally used for government buying. To prepare them, seven of the Bureau's cracker-jack technicians working under the direction of Sherman F. Booth, the director of technical standards coordination, put in an average of six hours each weekday during a three-month period reviewing available equipment standards and drafting requirements for acceptable items.

Insofar as possible the *Purchase Guide* staff sought to eliminate specifications or

*Copies of *Purchase Guide for Programs in Science, Mathematics, and Modern Foreign Languages* are obtainable from Ginn and Company, Statler Building, Boston 17, Massachusetts. List price: $3.95 a copy; 20 per cent discount available to schools and other educational groups.

other descriptive material that might lead directly to any particular manufacturer or that might appear to exclude articles substantially equivalent in terms of usefulness in the teaching task, so as to assure fair competition by suppliers.

The specifications are drawn up in such a way as to enable teachers to select the best quality and most appropriate equipment for classroom use. They are based on actual American-manufactured goods in 99 per cent of the cases; the remainder are of foreign origin.

It would be entirely possible, Bureau of Standards officials tell me, for foreign goods to qualify under the *Guide's* specifications providing, of course, that they meet the prescribed functional requirements.

School authorities will therefore want to keep in mind the prohibition included in the Department of Health, Education, and Welfare Appropriations Bill for the fiscal year 1960 which bars using National Defense Education Act funds "for the purchase of science, mathematics, and modern language teaching equipment, or equipment suitable for use for teaching in such fields of education, which can be identified as originating in or having been exported from a Communist country, unless such equipment is unavailable from any other source."

As this article went to press in early September, U. S. Office of Education officials were considering regulations for the states to follow in implementing this provision of Public Law 158, 86th Congress.

Besides the purchase descriptions prepared by the National Bureau of Standards each Master List entry presents "use data" supplied by the project's professional staff which recommends the subject in which the teaching aid is to be used and specifies its purpose, the quality and durability essential to performing its educational task, and the number required per student or classroom.

The authoritative essays on special problems in the three subject fields of the book's concern are largely the work of practicing experts. Like the rest of the volume, their content is aimed at improving courses of study.

Pointers are provided on how the remodeling of laboratories can help in achieving this goal and the activities of curriculum revision committees like the Physical Science Study Committee, the Commission on Mathematics of the College Entrance Examination Board, and the School Mathematics Study Group are briefly reported. The modern foreign language material is said to be one of the most complete summaries now in print on methods for language teaching by electronic means.

Financing the Guide

This unusual buying aid which has been described as a cross between government purchasing specifications and a consumers' guide was made possible by a generous pooling of funds and personnel from numerous sources. Its preparation cost roughly $100,000 in time and money spent according to Edgar Fuller, executive secretary of the Council of Chief State School Officers, who predicts this relatively small investment will save millions of taxpayers dollars each year.

Moneywise the largest contributor was the Educational Facilities Laboratory, Inc., established by the Ford Foundation, which furnished $65,625 for project expenses, including the cost of printing 41,000 copies of the *Purchase Guide* and providing for their free distribution to local schools.

An important donation came from the Scientific Apparatus Makers Association whose $10,000 gift enabled the National Bureau of Standards to assign technical personnel to work out the basic purchase requirements.

A number of scientific and professional organizations supplied man power for the project as did the U. S. Office of Education which contributed approximately 125-man days of staff time.

Staffing the Guide

The *Guide's* roster of acknowledgments naming 134 individuals who furnished professional assistance reads like an extract from *Who's Who in American Education.* Far from too many cooks spoiling the broth, in this instance the diverse backgrounds and specialized experience of the personnel contributed richness and variety to the finished product.

Their co-ordinated teamwork made it possible to complete the publication in a record 4½-month period so that copies could reach the field before the fiscal 1960 appropriations for purchasing equipment under Title 3 of the Defense Education Act became available.

Charting the course was Edgar Fuller of the Council of Chief State School Officers, who planned the project and coordinated the numerous groups which worked concurrently on various aspects of the *Guide.*

General guidance and direction for the pioneer project was furnished by a committee of seven representing leading scientific and academic societies:

Biology: Paul Klinge, co-ordinator for social science, Indiana University, nominated by the American Institute of Biological Sciences.

Chemistry: Robert Henze, educational secretary, American Chemical Society.

Elementary Science: Katherine E. Hill, associate professor of education, New York University.

General Science: Hugh Templeton, supervisor of science, State Department of Education of New York, Albany.

Physics: William C. Kelly, education director, American Institute of Physics.

Mathematics: John R. Mayor, director of education, American Association for the Advancement of Science.

Modern Foreign Languages: Elton Hocking, Department of Modern Languages, Purdue University, nominated by the Modern Language Association.

The lion's share of the work was carried out by a 12-member *Purchase Guide* staff borrowed from universities and schools and the U. S. Office of Education. They chose the items of equipment for inclusion, reviewed the technical specifications developed by the National Bureau of Standards, wrote the accompanying educational use descriptions, put the manuscript in final form, and met with the committee of seven for an intensive item-by-item evaluation. Prior to publication the contents were also submitted to outside experts, including a committee of technical personnel from domestic manufacturers appointed by the Scientific Apparatus Makers Association.

Preserving Local Autonomy

The *Purchase Guide's* preparation stems from a need to implement Title 3 of the National Defense Education Program. It traces back, the Chief State School Officers executive secretary told a Senate education subcommittee, to a contention of attorneys in the Department of Health, Education, and Welfare that Section 303 (a) (4) of the National Defense Education Act required federal specifications of standards for materials and equipment before federal money could be expended. We arranged for the project, Dr. Fuller explained, so "that there would (not) be a federal hand reaching down all the way to the local school district."

This action is in keeping with a Council policy that state and local autonomy in education is highly desirable. Its members are pleased that the procedure adopted keeps the standards more in the nature of a guide than a prescription of fixed regulations, thereby permitting each state to work out its own standards rather than being compelled to follow a single set of national rules. Dr. Fuller also made plain that the U. S. Office of Education has the same concern for preserving state and local autonomy and is in full agreement with the Council of Chief State School Officers concerning the use of the *Guide.*

The new measuring index is a service document for all the states to use according to their own needs. Its function is to assist rather than to prescribe, so that local schools can adapt its information to their own courses of study, teachers' qualifications, and fiscal budgets.

Nor is the *Guide* intended to tie education to the instructional aids available in 1959. Recognizing that new equipment is constantly coming on the market and that the stimulus of the National Defense Education Act will accelerate such product developments, frequent revisions of its contents are contemplated.

Not only is a second edition of this new purchasing Baedeker planned for late in 1960, but educational leaders predict that the pattern established by this trail-blazing undertaking may be extended to other curriculum fields. ■

the AMERICAN SCHOOL BOARD JOURNAL

An Independent Periodical of School Administration
William C. Bruce, Editor

SCHOOL ACCIDENT CLAIMS

ON page 53 of this issue are outlined the findings of the Illinois State Supreme Court, in which it is held that school districts are liable in tort for the negligence of their employees. The recision in this case (*Molitor* v. *the Kneeland Community School District 302*) means that henceforth schools in Illinois will be obliged to pay for injuries suffered through negligence of school authorities by students and others on school premises, in school buses, and wherever school boards are the responsible owners of property. The court has overruled the ancient doctrine of the English-and-American law of the sovereign immunity of the state so that school boards are responsible on the same basis as are individuals or corporations for their own negligence or that of their teachers or other employees. The Illinois State School Board Association has recognized the seriousness of the possible situations which may arise out of accidents on school grounds, etc., and has been responsible for legislation which will limit the liability of school districts to $10,000 for death or injury to a school child or other person. There is, however, a general Illinois statute in force under which the maximum damages for an accidental death are set at $30,000, and it is possible that the courts may apply this law to school cases. Because of this law the State School Board Association has advised the school districts to purchase adequate liability insurance and has suggested the advisability of fixing the total amounts of the policies above rather than below the probable liability.

The decision of the Illinois court has broken an almost solid front of opinion favoring non-immunity. It will, without doubt, have an effect upon the viewpoints of other courts and may set precedents that cannot be ignored. School boards will be wise to protect themselves in insuring themselves against legitimate as well as dishonest claims against themselves. A great increase in litigation is sure to follow any wide acceptance of the Illinois decision.

LEADERSHIP

A GROUP of superintendents at a work conference on educational administration, held at Teachers College, New York City in July, adopted a statement intended to chart a course for developing a higher quality of education in America. Among the points emphasized are two paragraphs on leadership which deserve attention by school boards:

"*Leadership:* The American public has a right to expect the highest type of educational leadership from school superintendents. Effective educational leadership is dependent upon the superintendent's continuous self-evaluation of his role as leader in the community and in his profession. The superintendent must constantly restudy this role in relation to the changing nature, structure, and needs of the community served by the schools. He should always be sensitive to better public reaction to the school program. He will thus be able to take definite action for school improvement.

"The quality of the superintendent's leadership is reflected in his ability to build a competent staff, and to use it in the most effective manner. The quality of his leadership is further evidenced by his sound professional relationship with his board of education. Educational leadership will be enhanced by recognition, on the part of the board of education, that its basic function is that of policy making. The superintendent's skill is also demonstrated by the extent to which the public is given a chance to help develop, understand, and achieve the objectives of the school program."

The board of education has no less than the superintendent the duty of exerting educational leadership in the community. This leadership is quite different from that of the superintendent. It is essentially that of the citizen representing all of the citizens. It is most effective when it makes the citizens see and accept the educational needs and opportunities of the community and act favorably upon them. While leadership is usually a personal matter — exerted through the understanding, the strength, and the determination of one or two men on the board — men who give energy and direction to the board — it is also a group responsibility exerted by the board as a whole in really showing the way to better schools.

The creative leadership in a school system must come originally from the superintendent as the professional executive and expert in school matters. Happy is the school system which enjoys the services of a superintendent who is a creative leader and who also has that common sense and full understanding of the board and of the community which will temper his tenacity and even to drop a good idea for school improvement when it just won't work. With such a superintendent the school board may well content itself with representative leadership under the law seek community respect and confidence, and continue to express a very human attitude of discontent that constantly seeks growth and improvement in the schools and their services. Such a board will readily accept criticism as a chance for doing a better job; it will analyze its own work and that of the schools for constant betterment; it will fight against ideas and philosophies which are alien to the basic principles on which the entire American system is based; it will place the children and their civic, occupational, and spiritual welfare at the top of all its motives and decisions.

INVESTMENT OF TEMPORARY FUNDS

EVERY board of education has funds which are considerable in amount and which are not touched for periods from six months to a year and even more. These idle funds should be put to work so that they may realize a return. Particularly at the end of the tax collection period school districts have funds which they will have in large part for the better portion of a year. At the present time United States treasury bills offer a splendid opportunity for the investment of these funds. Treasury bills have a strong element of security and they can be easily converted into cash. There are other opportunities for local investments of school funds which school authorities should not fail to explore and utilize. The mere ministerial care of school funds is no doubt an important duty of the school treasurer but even a more important task is the use of the funds so that they will be idle a minimum period of time during each year.

(For more information from advertisers, use the postcard on page 79)

NEW BOOKS

Science and Mathematics Teachers Increase

50 cents. Research Division, National Education Association, Washington 6, D. C.

The report points out that science and mathematics classrooms can expect an encouraging rise in prospective instructors. A continued shortage in these fields, and the lagging totals for elementary teachers, will still leave a shortage of about 135,000 teachers, according to the Association. The high school classroom picture is somewhat brighter, with an increase of 13.2 per cent to 78,220 prospective new teachers. There has been an increase in new mathematics teachers of 32.1 per cent. Potential science teachers will be up 27.7 per cent, to a new total of 6984. The total of prospective teachers in all grades and fields will be 125,700, up 13.2 per cent from the 92,500 of a year ago. The increase in teachers will still meet only one half the demand, and the most critical shortage will be in the elementary school field.

Religion and Education Conference

Paper, 17 pp. National Citizens Council, New York 16, N. Y.

A report of a conference on religion and education in an effort to show how New England communities can discuss this controversial subject. About 45 persons from Connecticut, Massachusetts, and Rhode Island participated in the conference, which sought to examine the elements that create community tension over religion, and to determine how these tensions may be reduced. The booklet offers suggestions for relieving these tensions.

Environment for Learning

Paper, 16 pp., gratis. National Lumber Manufacturers' Association, Washington 6, D. C.

This pamphlet argues the desirability of wood construction of one-story school buildings — for flexibility, durability, fire safety, easy maintenance, and total economy. Well illustrated.

Teaching Study Habits and Skills

By Ralph C. Preston. Paper, 55 pp., $1. Rinehart & Co., Inc., New York 16, N. Y.

This booklet tells how teachers can help young people to develop four crucial requirements of study: (1) interest in learning; (2) self-discipline in study; (3) skill in gathering and assimilating information; and (4) good memory for mastering material studied. Parents and teachers are urged to assume their responsibilities in improving study procedures.

Secondary School Teaching Methods

By Leonard H. Clark and Irving S. Starr. Cloth, 340 pp., $5. The Macmillan Company, New York 11, N. Y.

This book is addressed to the prospective teacher in high school and provides an inclusive series of practical suggestions for helping the teacher find himself and do an effective job of instruction. The chapters on group techniques, the unit method, and problem solving are particularly effective.

Successful Leadership

Joseph A. Wagner. Paper, 36 pp., $1. Howard Chandler, Publisher, San Francisco 4, Calif.

This book takes up in detail the basic principles of parliamentary procedure in formal meetings and includes definite information on the conduct of informal committee discussions, study groups, and large public discussion groups. A final chapter which seems to be somewhat unrelated to the balance of the book, presents data on the building and administering of an organization, with especial emphasis on the preparation of a charter, constitution, and bylaws. The material is brief and especially helpful for school administrative officials. A chart of parliamentary situations explaining the precedence of motions is included in the book.

Status of Preparation Programs for Guidance and Student Personnel Workers

By Paul MacMinn and Roland G. Ross. Paper, 49 pp., 25 cents. Superintendent of Documents, Government Printing Office, Washington 25, D. C.

This study gives a nationwide view of preparation programs for training operational personnel in this field. It takes up admission requirements, specific requirements, number of persons engaged in guidance or student personnel work, and type of program offered.

The Administrative Organization of the Modern Junior High School

Edited by Dr. David Clark and Dr. Kurt Friedrick. Paper, 48 pp., $1. Council for Administrative Leadership, 152 Washington Ave., Albany 10, N. Y.

This report concerns five related questions concerning the administration of the junior high school as a unit. It includes a history of the junior high school movement, data on the organization and staffing of these schools in New York State, the currently advocated functions of the schools, guidelines for staffing and organization, job descriptions of administrative positions, and patterns for organization of the modern junior high school.

Are You Considering Research

By John B. Barnes. Paper, 16 pp., $1. Division of Educatinal Research, College of Education, Arizona State University, Tempe.

This bulletin planned to identify the value of educational consultants, insists that the effective school administrator be a researcher at the local level, sets up three basic values of research for schools, offers six types of research assistance, discusses some safeguards for schools, and lastly suggests that research be made a local responsibility in every school district. Includes warnings concerning pseudo-experts who should be avoided.

Property Insurance Fact Book, 1959

Paper, 39 pp. National Board of Fire Underwriters, 222 West Adams St., Chicago 6, Ill.

Facts and figures on U. S. fire losses; points out leading causes of fires. There is a glossary of insurance terms.

The School Library at Work

By Azile Wofford. Cloth, 239 pp., $3.50. The H. W. Wilson Co., New York 52, N. Y.

This is a practical manual for school librarians on the acquisition, organization, use, and maintenance of books and materials in the school library.

Selecting an Architect for School Building Construction

Prepared by the Joint Architectural Advisory Committee. Paper, 4 pp. The American Institute of Architects, 1735 New York Ave., N.W., Washington 6, D. C.

This 36th of a series of papers prepared by members of the AIA Committee on School Buildings, takes up selection methods, use of standard *qx*, the architect's qualifications, and general considerations. It is intended to make laymen aware of school building problems and trends and to stimulate discussion.

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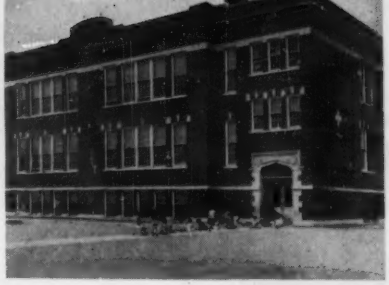

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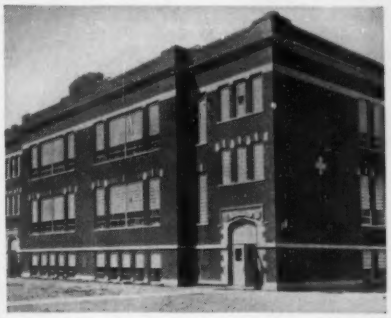

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PERSONAL NEWS

CALIFORNIA

Dr. Hugh C. Willett is the new president of the Los Angeles board. **Dr. Ralph Richardson** was given the position of chairman of the Committee of the Whole.

Thomas Reese has been elected assistant superintendent of schools in Los Angeles.

Dr. Peter Bancroft is the new district superintendent in Stockton. **Ellis Martins** has been elected vice-principal and dean of boys at Lincoln High School.

The board of education of Oakland has elected **Kenneth S. Thompson** as president, and **Carl Munck** as vice-president. **Supt. Selmer H. Berg** has been given a new contract for four years, with an increase in salary.

COLORADO

The six school districts of Lake County have been reorganized into one district under the name of the Lake County School Dist. R-1, at Leadville. A new board of education, elected by the voters, comprises **Edward J. Kelly**, president; **Dunbar Arnold**, secretary; **William Gregory**, treasurer; **Dr. W. J. Rose** and **Eldon Lucas**, directors. **Dr. Joseph C. Weber**, superintendent of the Leadville schools in Lake County for the past 12 years, has been named superintendent of the new unified district.

Robert A. Finney, of the Humboldt Brick & Tile Co., Humboldt, Kans., has been elected chairman of the Education Committee of the U. S. Chamber of Commerce for the year 1959–60.

ILLINOIS

Espey C. Williamson has been elected president of the Peoria board. **Jack Gift** was named vice-president.

INDIANA

George F. Ostheimer has been appointed superintendent in Indianapolis.

Lowell D. Yaw has been elected assistant superintendent of schools in South Bend.

IOWA

Marion Needham has been elected president of the board at Villisca.

MARYLAND

George B. Brain is the new superintendent at Baltimore.

MICHIGAN

Louise C. Grace has been re-elected president of the Detroit board. **Mrs. Gladys F. Canty** was named vice-president.

MINNESOTA

L. Lyman Huntley of Grand Rapids was elected president of the Minnesota State Board of Education on August 3, 1959. Mr. Huntley, chairman of the Grand Rapids school district for 17 years, has been a member of the state board since 1955. His seven-year term as a board director will end in 1962.

NEW JERSEY

Dr. George W. Hohl is the new superintendent at Passaic.

NEW MEXICO

Alex Krivokapich has been elected administrative assistant and director of special activities in Gallup.

NEW YORK

Dr. John King, 50, is the first Negro educator to be appointed associate superintendent of schools by the New York City board of education.

Joseph R. Weiss, former consulting engineer, has been appointed chief of the New York City school construction program. Mr. Weiss succeeds William H. Correale, who has resigned as superintendent of design, construction, and physical plant. He will be paid $25,000 a year.

John Butter has resigned as president of the Valley Stream, Long Island school boards because of press of personal work.

OHIO

W. A. Smith, of Washington C.H., has accepted the superintendency at Amherst.

Arvey E. Diettert, George B. Redfern, and **Joseph M. Beckman** are the new assistant superintendents in Cincinnati. Mr. Diettert, who will be in charge of business administration, succeeds Robert W. Shafer.

Dr. Harold H. Nichols has been elected to succeed Dr. O. J. Korb as superintendent of the East Cleveland schools. Dr. Nichols was formerly assistant superintendent.

PENNSYLVANIA

Rev. Floyd R. Shafer has been elected president of the Nazareth area school district.

Supt. J. Edward Smith, of Doylestown, has resigned to accept a professorship in education at Westminster College, New Wilmington. Supt. Smith had completed 35 years' service in the schools of Pennsylvania, including eleven years at Doylestown.

TEXAS

Arling L. Cordell is the new superintendent at Wheeler.

Supt. Irby Carruth, of Austin, has been proposed for the office of vice-president of the American Association of School Administrators.

Business Manager **Hubert L. Mills**, of Houston, has retired after 40 years of service in the Houston school system.

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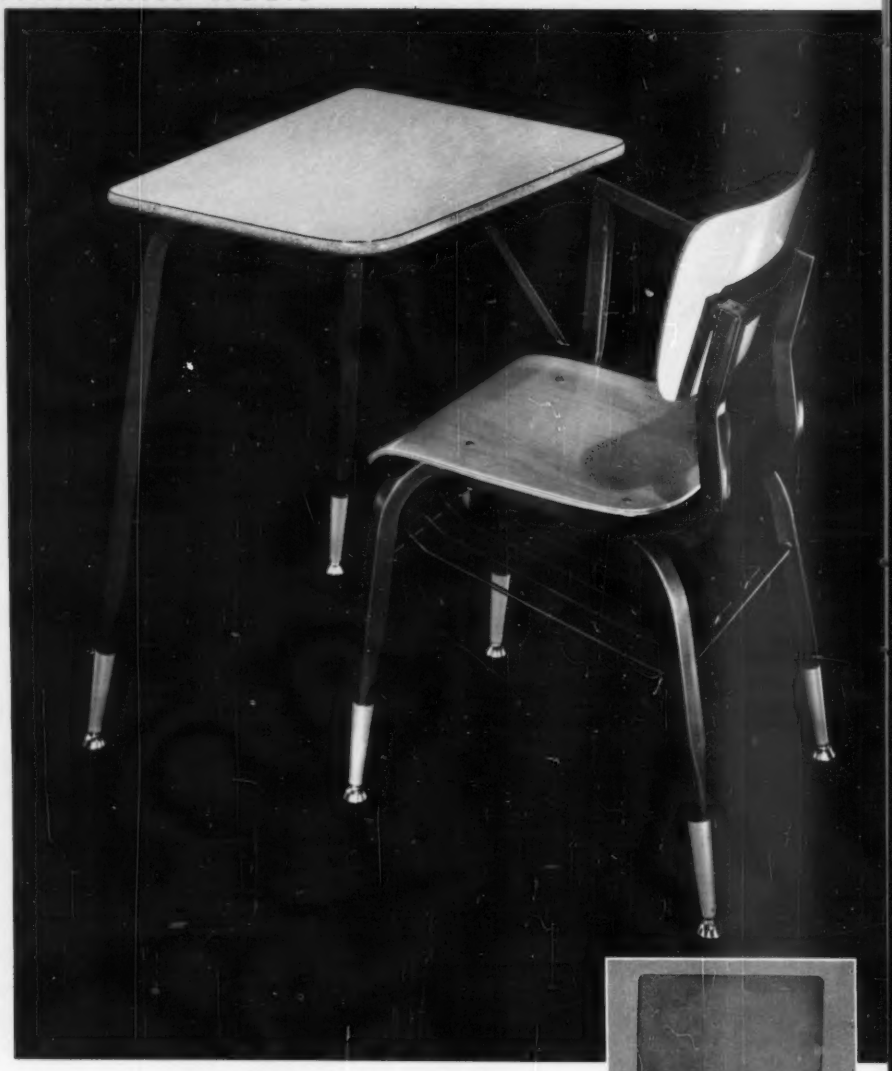

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american desk manufacturing co. temple, texas

ASSOCIATION NEWS

(Concluded from page 12)

Oct. 23. New Hampshire School Boards Association, State Teachers College, Keene, N. H. Secretary: Dr. W. H. Mandrey, Henniker, N. H. Attendance: 125.

Oct. 23–28. National Conference of County and Rural Area Superintendents, Seattle, Wash., Olympic Hotel. Secretary: Howard A. Dawson, 1201 Sixteenth St. N.W., Washington, D. C. Attendance: 800–1000.

Oct. 25–27. New York State School Boards Assn., Inc., Syracuse, N. Y., Hotel Syracuse. Secretary: Donald G. Brossman, 170 State Street, Albany 10, N. Y. Attendance: 3400. Exhibits.

Nov. 5–6. Oregon School Boards Association, Erb Memorial Union, University of Oregon, Eugene, Ore. Secretary: Donald E. Tope, School of Education, University of Oregon, Eugene, Ore. Attendance: 300.

Nov. 5–7. Idaho School Trustees Association, Twin Falls, Idaho, Twin Falls High School. Secretary: Mrs. Ida T. Holden, 291 South Ridge Ave., Idaho Falls, Idaho. Attendance: 200. Exhibits.

Nov. 5–8. Adult Education Association of the U.S.A., Statler Hilton Hotel, Buffalo, N. Y. Director: Glenn S. Jensen, 743 N. Wabash Ave., Chicago 11, Ill. Attendance: 700. Exhibits.

Nov. 10–12. Ohio School Boards Association (3752 North High St., Columbus, Ohio), Veterans Memorial Bldg., Columbus, Ohio. Secretary: Lewis E. Harris, Ohio School Boards Assn., 3752 North High St., Columbus 14, Ohio. Attendance: 3000. Exhibits.

Nov. 13–14. Montana School Boards Association, Bozeman, Mont., Baxter Hotel. Secretary: J. L. Gleason, Box 669, Livingston, Mont. Attendance: 300.

Nov. 16–19. North Dakota School Officer's Assn., Patterson Hotel, Bismarck, N. D. Secretary: D. B. Allen, Wahpeton, N. D. Attendance: 300.

Nov. 19. Oklahoma State School Boards Assn., Inc., Northwest Classen High School, Oklahoma City, Okla. Secretary: J. Orville Bumpus, 323 East Madison, Oklahoma City, Okla. Attendance: 500. Exhibits.

Nov. 19–20. Iowa Association of School Boards, Veterans Memorial Auditorium, Des Moines, Iowa. Secretary: Don A. Foster, 229 Jewett Bldg., Des Moines, Iowa. Attendance: 2000. Exhibits.

Nov. 20–21. Indiana School Boards Association, Claypool Hotel, Indianapolis, Ind. Secretary: Mr. Marion A. McGhehey, Box E, School of Education, Indiana University, Bloomington, Ind. Attendance: 500. Exhibits.

Nov. 22–24. Illinois Association of School Boards, Sherman Hotel, Chicago, Ill. Secretary: Robert M. Cole, 223½ E. Washington, Springfield, Ill. Attendance: 3500. Exhibits.

WILL IT COME TO THIS?

— Minneapolis Star

(For more information from advertisers, use the postcard on page 79)

SCHOOL SCENE

(Concluded from page 10)

Corporation has provided $100,000 in funds and equipment for the center. The center, intended for teachers and others interested in television, includes teacher training, apprenticeships, institutes and in-service workshops, consulting services, and research. It is being administered by the University's School of Education and Communication Arts group.

FIRE SAFETY

The National Academy of Sciences and the National Research Council, Washington, D. C., have undertaken a special study of school fire safety. The study will be conducted by the Building Research Advisory Board, with the joint sponsorship of the Committee on Fire Research.

The chief purpose of the project is to assemble, evaluate, and publish information on fire safety and its dual relationship to the economics of school structures and the educational needs of communities.

It is the consensus of the Building Research Advisory Board and the Committee on Fire Research that a clear and current guide to the major considerations is urgently needed by school boards, educators, architects, builders, parents, and municipal authorities.

The study will lead to a report following a fall conference of selected participants. Such a publication will assist individuals of public responsibility to make the necessary decisions which are required to protect against loss of life by fire, giving attention to proposed codes, standards, laws and ordinances, costs, physical alterations, and design criteria for proposed structures.

ARCHITECTURAL AREA OF BUILDINGS

The American Institute of Architects has issued a formal statement defining "the architectural area and volume of buildings." The statement known as Document D101 applies to school buildings.

The architectural area of a building is the sum of the areas of the several floors of the building, including basements, mezzanine and intermediate floored tiers and penthouses of headroom height, measured from the exterior faces of exterior walls or from the center line of walls separating buildings.

Covered walkways, open roofed-over areas that are paved, porches and similar spaces shall have the architectural area multiplied by an area factor of 0.50.

The architectural area does not include such features as pipe trenches, exterior terraces or steps, chimneys, roof overhangs, etc.

— Weber Costello Co.

SALUTE TO THE "49th"

As a salute to our 49th state, the fifth grade class of Willow School in Homewood, Illinois, developed a special unit of study devoted to Alaska. The study included: locating Alaska on maps and globes; becoming familiar with its historical background; noting changes made in the political organization of Alaska when it became a state; transportation problems; resources; and art and religion of the people.

(For more information from advertisers, use the postcard on page 79)

(For more information from advertisers, use the postcard on page 79)

SCHOOL LAW

(Continued from page 53)

termine for itself whether, and to what extent, it will be financially responsible for the wrongs inflicted by it.

* * *

It is a basic concept . . . today that liability follows negligence, and that individuals and corporations are responsible for the negligence of their agents and employees acting in the course of their employment. The doctrine of governmental immunity runs directly counter to that basic concept.

* * *

We are of the opinion that school district immunity cannot be justified on [the] theory [that "the King can do no wrong"]. As was stated by one court, "The whole doctrine of governmental immunity from liability for tort rests upon a rotten foundation. It is almost incredible that in this modern age of comparative sociological enlightenment, and in a republic, the medieval absolutism supposed to be implicit in [this theory] should exempt the various branches of the government from liability for their torts, and that the entire burden of damage resulting from the wrongful acts of the government should be imposed upon the single individual who suffers the injury, rather than distributed among the entire community constituting the government, where it could be borne without hardship upon any individual, and where it justly belongs."

* * *

[Nor do we] believe that in this present day and age, when public education constitutes one of the biggest businesses in the country, that school immunity can be justified on the protection-of-public-funds theory.

In the first place, analysis of [this] theory shows that it is based on the idea that payment of damage claims is a diversion of educational funds to an improper purpose. As many writers have pointed out, the fallacy in this argument is that it assumes the very point which is sought to be proved, i.e., that payment of damage claims is not a proper purpose. . . . It seems to us that the payment of damage claims incurred as an adjunct to transportation is as much a "transportation purpose" and therefore a proper authorized purpose as are payments of other expenses involved in operating school buses. If tax funds can properly be spent to pay premiums on liability insurance, there seems to be no good reason why they cannot be spent to pay the liability itself in the absence of insurance.

* * *

Neither are we impressed with the . . . plea that the abolition of immunity would create grave and unpredictable problems of school finance and administration. . . . The public's willingness to stand up and pay the cost of its enterprises carried out through municipal corporations is no less than its insistence that individuals and groups pay the cost of their enterprises. Tort liability is in fact a very small item in the budget of any well organized enterprise.

We are of the opinion that none of the reasons advanced in support of school district immunity have any true validity today. Further we believe that abolition of such

(Concluded on page 70)

HOW SAFE SHOULD A SCHOOLHOUSE BE?

Every architect and planner of schoolhouse construction shoulders the grave responsibility for the safety of the children who will grow and learn in the structure of his design . . . of making decisions that will determine the degree of fire resistance provided by wall and ceiling materials as well as their acoustical values and control over the transmission of unwanted sound.

Genuine Lath and Plaster provides *everything* the architect, school board official and parent can ask for in the way of protection from the spread of flames, and sound control . . . and adds the factor of economy . . . *no other material can provide these essentials at the cost of GENUINE PLASTER . . .* a material that gives the community what it needs and helps school bonds go farther . . . provides *MORE* really safe classroom space.

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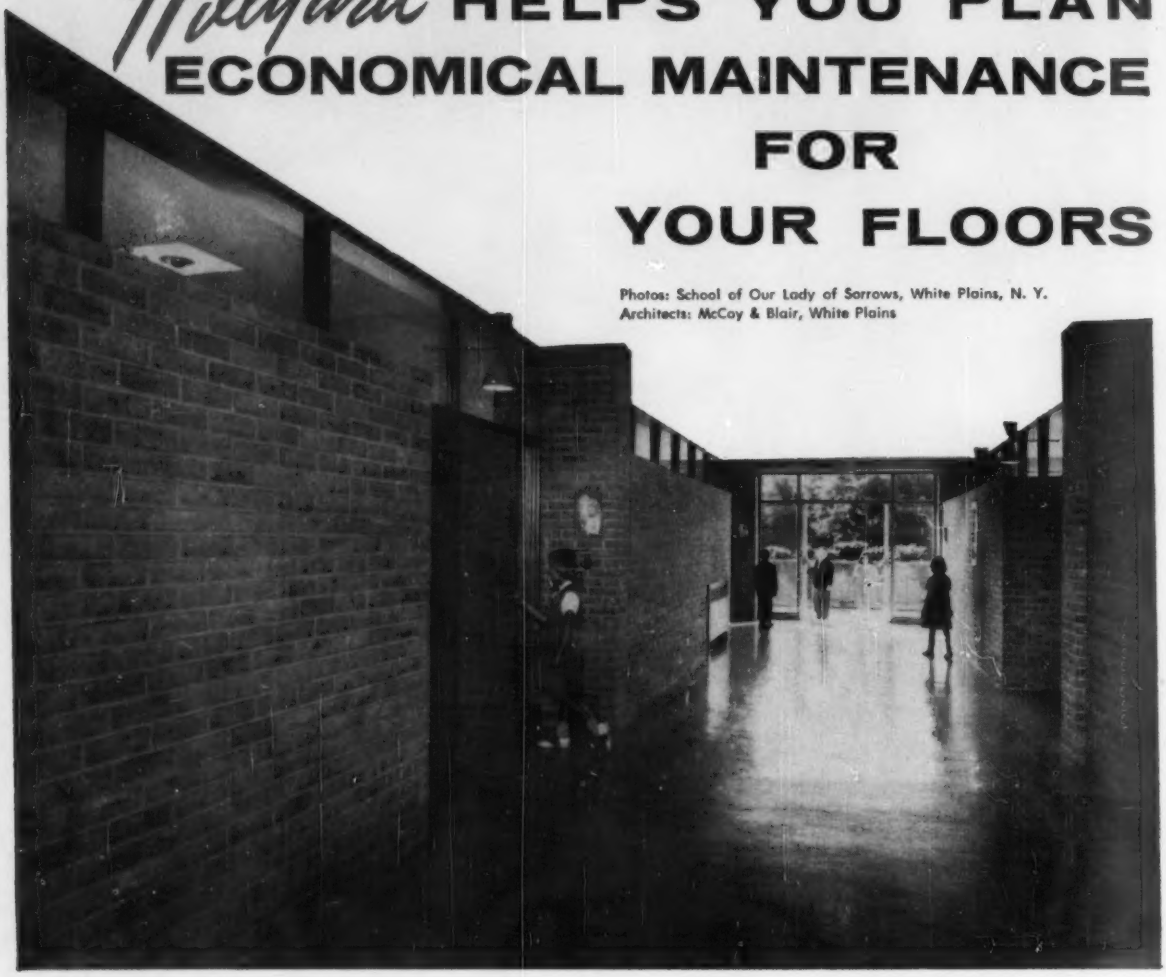
Hillyard HELPS YOU PLAN ECONOMICAL MAINTENANCE FOR YOUR FLOORS



Photos: School of Our Lady of Sorrows, White Plains, N. Y.
Architects: McCoy & Blair, White Plains

RECORDS kept by a Far Western school show that maintenance costs were dramatically reduced—from $27.00 to $16.53 per pupil per year—when a planned maintenance program was instituted.

This is the kind of planning that the Hillyard "Maintaineer" can help you draw up and put into effect in your school. Bearing always in mind that labor time accounts for 95c in every school maintenance dollar, he can help you save real money by choosing floor treatments that ...

1) take advantage of modern application methods and short cuts—eliminate whole steps of conventional methods
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A Hillyard Maintaineer is stationed in your area, ready to serve you without charge or obligation. Consider him your own floor care consultant,

"On Your Staff, Not Your Payroll"

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WRITE FOR FREE HILLYARD FLOOR TREATMENT FILES
Practical floor care guides, with detailed, step-by-step instructions for treating and maintenance. One for each type of flooring.

FLOOR HILLYARD TREATMENTS

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City.....State.....

(For more information from advertisers, use the postcard on page 79)

SCHOOL LAW

(Concluded from page 66)

immunity may tend to decrease the frequency of school bus accidents by coupling the power to transport pupils with the responsibility of exercising care in the selection and supervision of the drivers. . . . School districts will be encouraged to exercise greater care in the matter of transporting pupils and also carry adequate insurance covering that transportation, thus spreading the risk of accident, just as the other costs of education are spread over the entire district. At least some school authorities[2] themselves have recognized the need for the vital change which we are making.

* * *

We conclude that the rule of school district tort immunity is unjust, unsupported by any valid reason, and has no rightful place in modern day society.

* * *

The doctrine of school district immunity [in Illinois] was created by this court alone. Having found that doctrine to be unsound and unjust under present conditions, we consider that we have not only the power, but the duty, to abolish that immunity.

* * *

For the reasons herein expressed, we accordingly hold that school districts are liable in tort for the negligence of their agents and employees and all prior [Illinois] decisions to the contrary are hereby overruled.

Therewith the earlier trial and Appellate Court rulings on this case were reversed and the case was sent back again for a hearing at the trial court level "in conformity with the views expressed in this opinion."

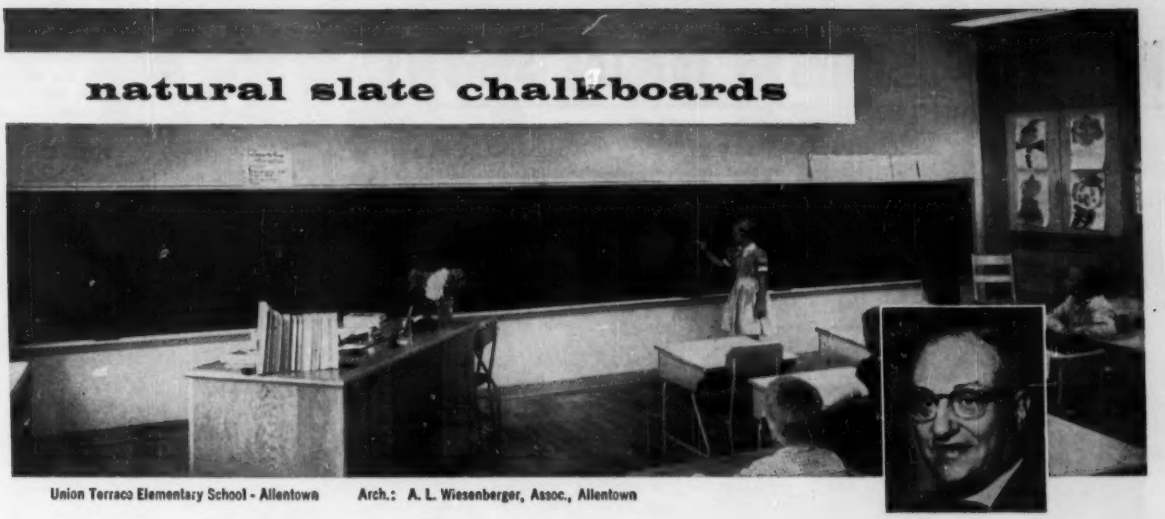
Thus, with the principle of district liability so firmly expounded, the actual amount of the damages to be assessed against the Kaneland district must await subsequent court action.

This action, it might properly be assumed, will be anxiously awaited by the members of the Kaneland board of education. It should be awaited, also, with almost equal anxiety, by every other American school board member. ■

[2]It is of interest to note that in this connection the court cited an editorial appearing in AMERICAN SCHOOL BOARD JOURNAL, June, 1940, p. 55.

(For more information from advertisers, use the postcard on page 79)

natural slate chalkboards



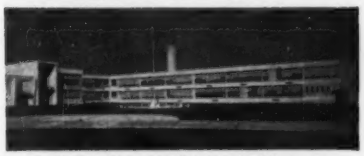
Union Terrace Elementary School - Allentown Arch.: A. L. Wiesenberger, Assoc., Allentown

"First and Only Choice of the Allentown, Pa. School District"

. . . says Mr. Paul J. Fink, Assistant to the Superintendent of Schools

Midway Manor Elementary School - Allentown
Arch.: Heyl-Bond-Miller, Allentown

Muhlenberg Elementary School Addition - Allentown
Arch.: Lange & Everett, Allentown



South Mountain Junior High School - Allentown
Arch.: Heyl-Bond-Miller, Allentown

Vocational Annex to Senior High School - Allentown
Arch.: George E. Yundt, Allentown

"There is no substitute for the real thing! Nothing is easier on a child's eyes than the contrast of white chalk against a slate chalkboard. Words stand out crisp and clear . . . are quickly read by all."

"We have found Pennsylvania slate to be practically indestructible as we're still using some of the original slate boards in one of our recently renovated schools . . . boards installed when the school was built in 1886! After close to 70 years, these boards are still ably serving our students and teachers. What's more, they fit in perfectly with their new, modern surroundings. No wonder we are sold on slate and specify it in all our schools."

That's the feeling of Mr. Paul J. Fink of the Allentown School District. And the facts bear it out. Since 1950, this district has renovated or built additions to 7 elementary schools, built 2 new elementary schools and a junior high school, added a vocational annex to the senior high school, and construction is now under way for another new junior high school. In each case, natural slate chalkboards were specified.

Why not investigate slate chalkboards for your classrooms? You'll find for contrast, durability, easy maintenance . . . and timeless good looks . . . there is just no substitute for slate!

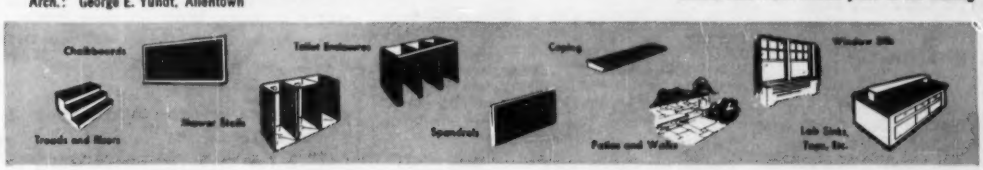
Inquiries welcomed on specific properties of slate. Write:

NATURAL SLATE BLACKBOARD CO.

THE STRUCTURAL SLATE CO. - pen argyl, pennsylvania

for your protection, insist on slate quarried in Pennsylvania

natural slate...500 million years in the making



(For more information from advertisers, use the postcard on page 79)

NEWS of PRODUCTS for the Schools

ELECTRICALLY ADJUSTABLE LECTERN

The Hi-Lo lectern which is electrically adjustable, is made by Detroit Lectern Co., Inc., Detroit 7, Mich. A ⅛ h.p., 110 volt, reversible G.E. motor is contained in the lower part of the lectern. A touch of the control switch

Portable Speaker's Stand

raises or lowers the cabinet, as well as the concealed, mounted, reading light to the speaker's height. Height is adjustable within an 8 in. range. The surface area, measuring 24 in. by 20 in., will accommodate water decanter and glass, pencils, notes, and a table-top or permanent microphone. Easy rolling casters on the front corners of the lectern and a lifting bar at the back allow free portability when desired, and eliminate unexpected movements when in use. The cabinet is constructed of reinforced hardwood plywood, and finished in natural walnut. It can also be finished in mahogany, oak, or birch for a slightly higher charge. The manufacturer offers a 10-day return guarantee.

(For Further Details Circle Index Code 0164)

POPULARLY PRICED BUSES

The White Motor Co., Cleveland 1, Ohio, has announced a new series of school buses for 48, 54, 60, and 66 passengers. The buses are designed to bring heavy-duty quality into the medium-weight bus line at popular prices. The new 2000BA series have wheelbases of 187, 219, 238, and 256 in., and are powered by OA valve-in-head gas engines, with wet-sleeve powerplants designed for fuel economy and long service. The standard models feature a 110 h.p. engine, four forward speed transmission, an 11-in. clutch, and four-wheel hydraulic service brakes. Optional equipment includes: 130 or 145 h.p. engines, five-speed transmission, a 12-in. clutch, and Westinghouse full air brakes. Send for full details.

(For Further Details Circle Index Code 0165)

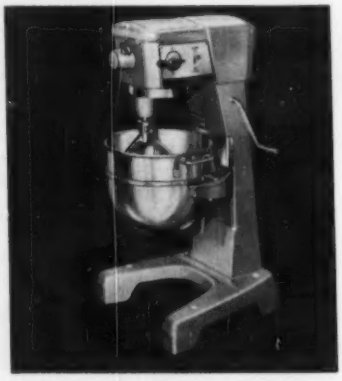
CLASSROOM HEATING UNITS

Schoolroom heating, ventilating, and cooling systems comprise the new line from Janitrol Heating and Air Conditioning Div., Surface Combustion Corp., Columbus 16, Ohio. The system is a self-contained, individual room heating and ventilating system that includes perimeter-type, draft-free, distribution. Summer cooling is optional. The easily installed system offers impressive cost savings over large central systems. It utilizes a counter flow gas-fired conditioner, enclosed in a floor-to-ceiling metal cabinet; it includes wall duct sections that are attached to exposed walls and discharge the conditioned air in a draft-free vertical pattern. A fresh air modulating damper, automatically actuated, assures fresh air blending without sudden temperature changes. Modular sections permit flexible installation for new schools, additions to existing structures, or modernization of older classrooms. The wall-hung duct sections also have matching shelf sections. Prewired at the factory for easy installation, the cabinet is finished in mar- and fire-resistant, beige, baked enamel. Heating section is approved for all types of gases, including L. P. Write for free engineering and specification file No. JS 112-11.

(For Further Details Circle Index Code 0166)

30-QUART STEEL MIXER

The D-300 mixer with a 30-quart bowl capacity is made by The Hobart Mfg. Co., Troy, Ohio. Its compact design conserves space and eliminates hard-to-clean crevices and projections. The mixing bowl automatically locks into place, is easily released, and adjustable for proper bowl-beater clearance. The heavily tinned bowl has electrically welded handles and a sanitary, open rim design. Standard equipment is the 30-quart bowl, "B" flat beater, and a "D" wire loop whip. The entire unit measures 21 by 20½ by 45 in. high, and is finished in gray enamel with a stainless steel splash shield. Extra attachments include: a 20-quart bowl that fits



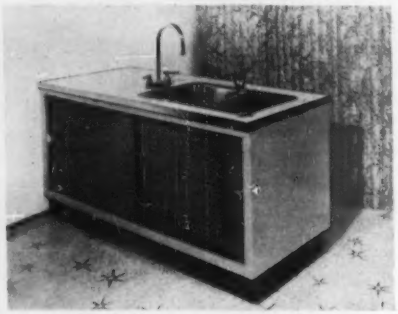
Has Air-Cooled Motor

without adapters, a four-wheel dolly truck, an adjustable slicer tray, food chopper and slicing attachments, and a timer that automatically shuts off the mixer. The ½ hp. motor features: permanent lubrication; anti-friction ball and roller bearings; positive three speed control; and a totally enclosed, internal air circulation system. A flush tumbler starter switch is standard, but other types are available.

(For Further Details Circle Index Code 0167)

MODULAR ISLAND SINK

A new island sink, which is accessible from all four sides, has been added to the all-steel line of classroom equipment made by Grade-Aid Corp., Nashua, N. H. The sink can also be installed as a peninsula for three-sided ac-



Many Widths and Heights Available

cessibility. It is available in a choice of 3-, 4-, or 6-ft. widths and in six heights to fit classroom needs from kindergarten to high school. Two tops are offered: a one-piece stainless-steel, or a heavy-duty Melamine plastic (illustrated); both are designed for long-time durability, resistance to dents and scratches, and sanitary maintenance. All units are shipped ready for installation, complete with fixtures, leveling bolts, and sliding doors. Optional items include squirt-proof bubbler and gooseneck type faucets. The sink can be ordered with an all-steel, pegboard, or plastic woodgrained door in a choice of two colors. Write to the manufacturer for more information.

(For Further Details Circle Index Code 0168)

NEW SCHOOL TABLES

Irwin Seating Co., Grand Rapids, Mich., announces a new line of tables to match the firm's new 3/R line of classroom desks and chairs. The tables have swayed tubular legs, and welded support sections for rigidity without the use of braces. This design offers more knee room and stability. Table tops have full plywood cores with a Textolite surface that resists heat, liquids, and rough wear. The table is available in round, trapezoidal, or rectangular shapes, and in a wide range of sizes for various age groups. Attachable book-racks may be ordered. Send for more details about the 3/R line.

(For Further Details Circle Index Code 0169)

DISPENSER CUTS TOWEL WASTE

A delayed feed dispenser for folded towels from the Nibroc Towel Div., Brown Co., Boston 14, Mass., can cut towel waste as much as 25 per cent. The Nibroc Rotary Cabinet uses a simple three-fin rotor which must be lightly tapped to expose the next towel. This slight delay discourages wasteful towel habits. The cabinet handles all multi-folded towels, is available in several colors, has trouble-free mechanism, and a free-swinging door for easier loading. Like all folded-towel dispensers, it can be refilled before it is empty. Write for more details.

(For Further Details Circle Index Code 0170)

(Continued on page 74)

CORRESPONDING CODE INDEX NUMBERS TO BE ENCIRCLED CAN BE FOUND ON THE CARDS IN THE READER'S SERVICE SECTION

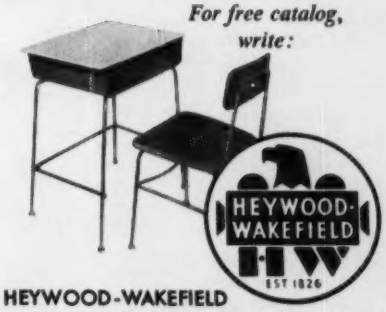
WON'T STAIN

HeyWoodite Won't Stain—Won't Burn—Won't Break

This dramatic demonstration proves that HeyWoodite's non-porous surface has positive stain resistance. Molded under extreme heat and pressure, HeyWoodite has the same strength, the same high density and color throughout. Surfaces and edges have permanent smoothness and uniformity.

Because HeyWoodite is virtually indestructible, it saves your school system substantial sums in maintenance year after year. Available in chair seats and backs, desk tops and tablet arms, HeyWoodite solid plastic with TrimLine lifetime chrome frames is your soundest investment for long run economy.

For free catalog, write:



HEYWOOD-WAKEFIELD
School Furniture Division, Menominee, Michigan

Entirely Eliminates Refinishing Costs

(For more information from advertisers, use the postcard on page 79)

(Continued from page 72)

MOBILE TV STUDIO

A completely mobile, closed circuit ETV system has been announced by Dage Television, Michigan City, Ind., a division of Thompson Ramo Woolridge, Inc. Model ETS-1 is a complete TV studio on wheels which permits teachers to present audio-TV lessons with the same ease that films and slides are now scheduled. The system includes a Dage 700 line resolution TV camera with viewfinder, hood, and rear-controlled four-lens turret. The mobile console, which includes video monitors, camera control, sync generator, power supply, and wave form monitor, will fit in a panel truck, elevator, or through a 30-in. doorway. The console is especially designed to accomodate additional equipment, such as cameras and projection controls, without impairing mobility. The system meets the prime requirements of high picture quality, rugged compact equipment, simplicity of operation, mobility, ease of maintenance, and flexibility for expansion. For price and other details write to the manufacturer.

(For Further Details Circle Index Code 0171)

PORTABLE RECORDER

The Dictaphone Interview Recording System, manufactured by Dictaphone Corp., New York 17, N. Y., can operate on any one of four sources of power, including a built-in rechargeable battery. Known as the DIRS, it can be operated for 6 hours with the built-in battery, or plugged into the cigarette lighter socket of a car, a 110 volt wall socket, or an auxiliary power pack for emergency use. It weighs 10 lb. and is completely portable. The DIRS can be used for interviews to provide a complete, accurate record of the spoken words and voice inflections. Misquotations are eliminated and more interviews can be completed in less time. It takes 5–11 min. for an electrically recorded interview, as compared to 30–45 min. for the hand recorded interview. The new machine uses a plastic Dictabelt, which both records a full 15-min. interview and reproduces in high fidelity. For more information, write to the manufacturer.

(For Further Details Circle Index Code 0172)

INTERIOR DOOR LATCH

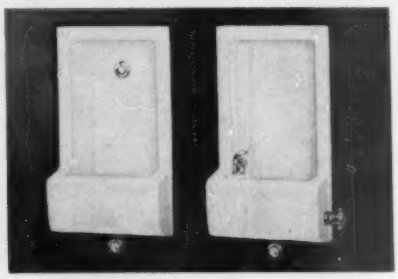
"Multi-check" is a new door closer mechanism for interior doors, made by The Oscar C. Rixson Co., Franklin Park, Ill. The unique design features a straight, one-piece arm which functions on a traveling spindle to relieve leverage stress on butts and door frame. The arm is completely concealed when the door is closed. To assure durability, friction bearings are at all major load and wearing points. The device can be mounted on either the "push" or "pull" side of a right- or left-hand door. It needs no special mounting brackets. Over-all thickness of the Multi-check is 1⅜ in. to fit the top edge of the door, or mount on the surface of either wood or hollow metal doors. It can be adjusted to any one of seven hold-open positions from 85° to 130°. Dual valve controls provide independently adjustable closing and latching speeds. Constructed of aluminum, it is painted a neutral buff to harmonize with doors.

(For Further Details Circle Index Code 0173)

CORRESPONDING CODE INDEX NUMBERS TO BE ENCIRCLED CAN BE FOUND ON THE CARDS IN THE READER'S SERVICE SECTION

FOUNTAIN-CUSPIDOR UNITS

Drinking fountain-cuspidor combinations for gymnasiums have been announced by Kohler Co., Kohler, Wis. The series is designed for either recessed or semi-recessed installation. Nonsquirting bubblers with metal guards to prevent mouth contact are placed at a convenient height and angle. Features include self-closing valves adjustable for continuous flow, by-pass connection to the cuspidor, automatic regulators to maintain uniform water volume under varying water pressures, and a chrome-plated brass plate that provides an access panel and reduces condensation which causes dripping. Cuspidors feature



Can Be Recessed or Semi-Recessed

chromium-plated brass spreader, supply pipe from by-pass valve, strainer and brass with cleanout extension to wall. The fountain-cuspidor combinations are a smooth, square design for easy maintenance. Available in white and colors.

(For Further Details Circle Index Code 0174)

(Continued on page 76)

(For more information from advertisers, use the postcard on page 79)

Little Grandstand With Big Ideas

This small 500-seat grandstand may someday become a section of a large stadium . . . because USS AmBridge Standard Steel Grandstands are engineered to grow with school and community needs. By adding 18′ sections to any standard AmBridge grandstand unit, you can multiply seating capacity, and you can do it quickly and economically, still retaining the uniform appearance of a *planned* installation.

USS AmBridge Standard Steel Grandstands and Stadiums are scientifically designed for maximum comfort and convenience. They can be adapted to ground contour without extensive grading. Watertight steel plate decking forms a perfect roof for lockers, showers, classrooms, office space, concession booths, or storage facilities beneath the grandstand. These modern grandstands can be moved if desired. And they can be built quickly.

Ask for free booklet. Our 24-page illustrated booklet can be helpful in planning a new grandstand or stadium, or an addition to existing facilities. *We will be glad to furnish estimates for definite projects. No obligation.* *USS is a registered trademark*

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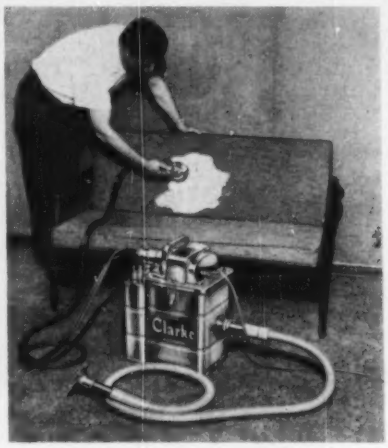
News of Products . . .

(Continued from page 74)

MACHINE SHAMPOOS UPHOLSTERY

A floor machine that combines scrub-shampooing and vacuuming functions in one unit is announced by Clarke Floor Machine Co., Muskegon, Mich. Called the Upholstery Shampooer-Vac, it can be used on upholstered furniture, carpeting, and automobile interiors. Cleaning foam, controlled at the brush handle, is released from the brush to shampoo and raise dirt into the foam; both foam and dirt are then picked up by the vacuum. The portable machine weighs 38 lb. and has a 30 ft., nonmarking, rubber-covered cord. Hoses carrying foam shampoo to the brush head are of vinyl plastic, 10 ft. long, alkali and acid resistant, and equipped with snap-on fasteners for easy attachment



Scrubs Carpets and Upholstery

and removal. The 3½-in. shampoo brush is of nylon fibre, and weighs only two pounds. Tanks are stainless steel, nonrusting, and noncorrosive. Write for more information.

(For Further Details Circle Index Code 0175)

SELF-POWERED FLOOR MACHINE

A battery-powered scrubber-vacuum, available in two models, is available from Finnell System, Inc., Elkhart, Ind. The floor maintenance machines, called Mark 20 and Mark 26, are engineered to clean up to 21,600 sq. ft. of floor per hour. The quiet action of the battery machines provide noise-reduced operation. Both machines are powered by four 6-volt batteries with an operating life of from 6 to 8 hours. Length of operating cycle between chargings depends upon floor condition. A small compact battery charger is standard equipment. Batteries may be charged on the machine or rolled out on a charging stand. Features of the machines are a 17 gallon solution dispenser tank, 19 gallon pickup tank, and counter rotating brushes to eliminate torque. Mark 20 has two 11-in. brushes which clean a path 20 in. wide; Mark 26 has two 13-in. brushes for a 24-in. swath. Write for descriptive literature.

(For Further Details Circle Index Code 0176)

(Concluded on page 78)

(For more information from advertisers, use the postcard on page 79)

Why many school administrators welcome bottled soft drinks

Many school systems have awarded soft drinks a place in food and refreshment facilities. There are three basic reasons:

1. DIETARY VALUE: Soft drinks are accepted in dietetic planning as an "accessory food." Like relishes, they accent the diet healthfully. Thus they add flavor and variety to menus that otherwise may seem routine.

Soft drinks provide 100 calories of food energy per 8 ounces in easily assimilable form—a helpful contribution during the school day to pupil alertness and interest.

2. WHOLESOMENESS: As you know, the body loses 2½ quarts of fluid each day. Soft drinks help restore body fluid balance. Carbonation adds zest and palatability. In addition, soft drinks aid digestion and stimulate appetite. Because they are liquid, soft drinks pass quickly through the mouth, with virtually no involvement in oral conditions related to dental problems. Recent dental research reaffirms this thinking.

3. SOCIAL VALUES: Availability of soft drinks within school limits at lunch time, and at social events encourages youngsters to stay on school property. Soft drinks can be an important aid in fostering desirable behavior patterns. Social activity is more readily supervised and promoted.

These are some of the reasons why soft drinks have a place in the food and refreshment facilities of our schools where bottled beverages are easy to store, handle and serve economically. If the subject of soft drinks in schools comes before your Board, talk it over with your local bottler. He's a tax-paying businessman of the community, dealing in products which contribute to the local economy in the same way as other food products served on school premises. He's entitled to a fair hearing.

Let us send you more complete and thoroughly documented literature on the food, health and social values of bottled soft drinks. Write:

American Bottlers of Carbonated Beverages

Washington 6, D.C.

National Association of the Bottled Soft Drink Industry—a non-profit association of manufacturers of bottled soft drinks, with members in every state. Its purposes: to promote better understanding of the industry and its products, and to improve production and distribution methods through education and research.

(For more information from advertisers, use the postcard on page 79)

News of Products . . .

(Concluded from page 76)

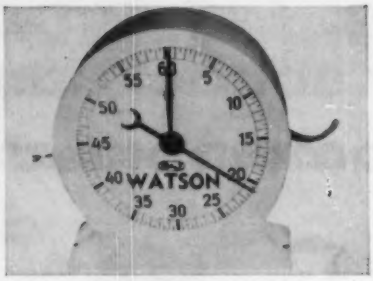
NEW ROOF DECK ASSEMBLY

The Tectum Corp., Newark, Ohio, is offering a new box-section roof deck assembly that applies a two-way continuous-beam principle to the design of roof deck and sub-purlin. The Textum box section is roll formed of 16, 18, or 20 gauge steel, welded to each supporting joist or beam. The sub-purlin of galvanized steel, weighs about half of conventional bulb-tee sub-purlins, and the galvanized finish is moisture-proof and maintenance free. The lightweight box sections are easily handled and assembled by easy-sliding T-clips. A lower initial cost and ease of assembly add up to substantial cost and labor savings. According to the manufacturer, the continuity of roof deck materials provides lateral strength, and a resistance to uplift pressure provides maximum rigidity in all directions. There is no loss of heat through clips. A 2½ in. space between joist and roof deck materials allows room for conduits, pipes, sprinkler systems, ducts, lighting hangers, and heat and air conditioning installations.

(For Further Details Circle Index Code 0177)

STOPCLOCK WITH INSTANT RESET

A stopclock with regular stopwatch action is available from Burke & James, Inc., Chicago 4, Ill. The flyback mechanism, when depressed, causes the second hand and minute register to return instantly and securely to zero, allowing for repeated timings, as it quickly stops, clears, and restarts the clock action. The sturdy clock is designed to give many years of service for sports, laboratory,



Has Stopwatch Action

darkroom, radio, or wherever a stopclock is needed. The large, 4-in. round dial is white with black arabic numbers, minute and second hands. Write for more information.

(For Further Details Circle Index Code 0178)

CATALOGS AND BOOKLETS

An eight-page guide and checklist of suggested material and equipment covered by the National Defense Education Act of 1958 is now available to schools participating in the program. The unofficial guide, offered by the **Beckley-Cardy Co.**, Chicago 39, Ill., includes more than 500 approved items.

(For Further Details Circle Index Code 0179)

"Super Precision Cleaning for Schoolrooms" is a free brochure from **The National Super Service Co.**, Toledo, Ohio, which describes complete suction cleaning of classroom floors in minutes.

(For Further Details Circle Index Code 0180)

Catalog M-60, "Marking and Sealing Shipments Made Simple," is offered free by **Marsh Stencil Machine Co.**, Belleville, Ill. Some topics covered in the booklet are: marking goods for safe delivery; conversion tables for weights and measures; ways to stencil; export marking data; and a scale of inches and centimeters.

(For Further Details Circle Index Code 0181)

The entire line of arc and incandescent follow spotlights for institutional use made by **Strong Electric Corp.**, Toledo 1, Ohio, is described in the specification sheets and descriptive brochures offered by the firm.

(For Further Details Circle Index Code 0182)

Tri-Veyor, a stainless steel unit for storing, heating, or transporting hot or cold foods, is made by **Seco®**, St. Louis 16, Mo. Write for an illustrated catalog.

(For Further Details Circle Index Code 0183)

A new line of commercial fluorescent units, known as the Versateer series, is described in a brochure from **Benjamin Electric Mfg. Co.**, Des Plaines, Ill. The firm also offers a 16 point checklist on Classroom Lighting Equipment.

(For Further Details Circle Index Code 0184)

The Kent Co., Inc., Rome, N. Y., offers a fact sheet giving details of the new K-13 floor machine made by the firm. The machine, designed for small and medium sized floors, will polish up to 3000 sq. ft. in an hour.

(For Further Details Circle Index Code 0185)

CORRESPONDING CODE INDEX NUMBERS TO BE ENCIRCLED CAN BE FOUND ON THE CARDS IN THE READER'S SERVICE SECTION

(For more information from advertisers, use the postcard on page 79)

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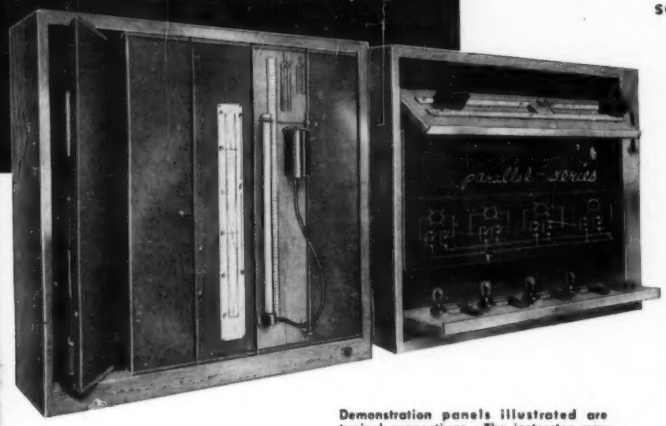
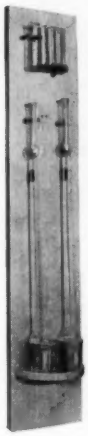


Demonstration panels illustrated are typical suggestions. The instructor may mount his apparatus on these panels according to his own teaching techniques, for his own "finger tip" accessibility at point of use.



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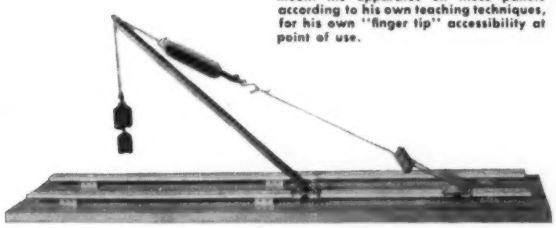
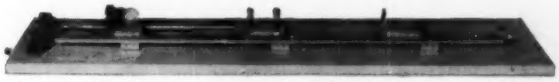


CRANE BOOM



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E. H. *Sheldon* EQUIPMENT COMPANY
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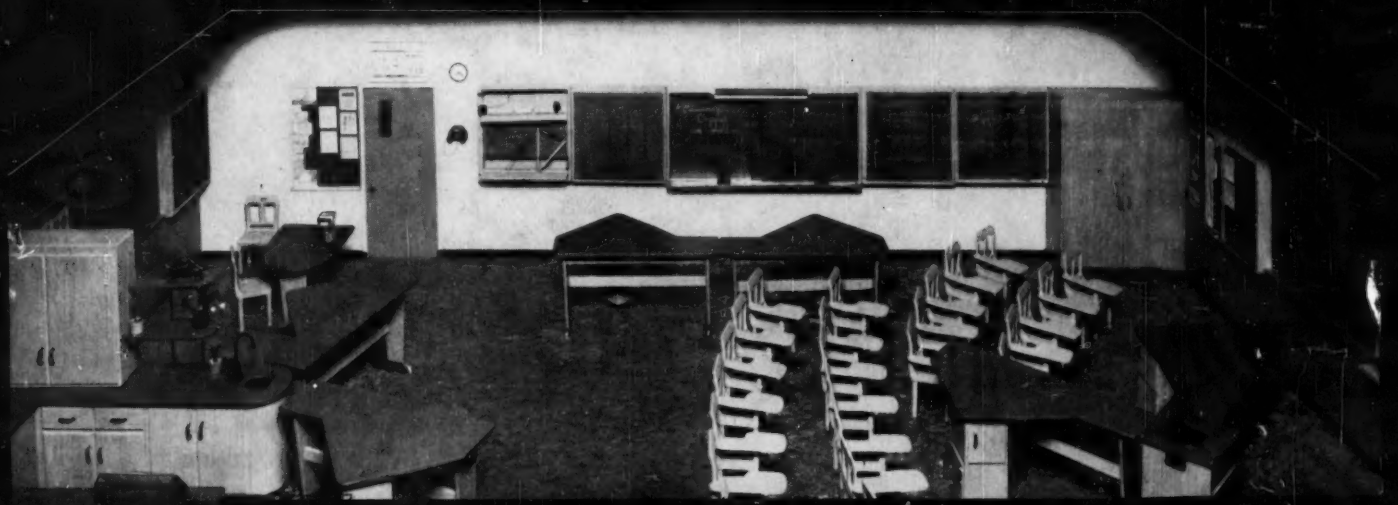
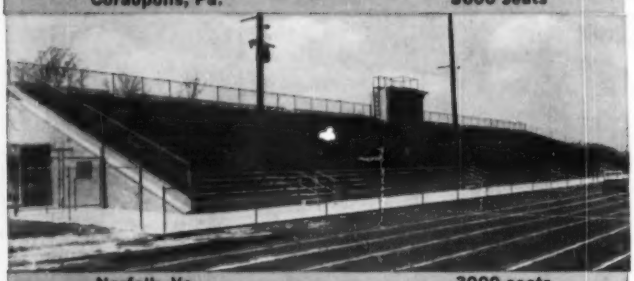
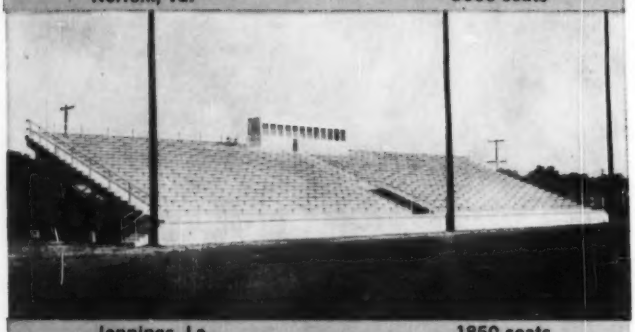


Waterbury, Conn. 4400 seats

Coraopolis, Pa. 3600 seats



Norfolk, Va. 3000 seats

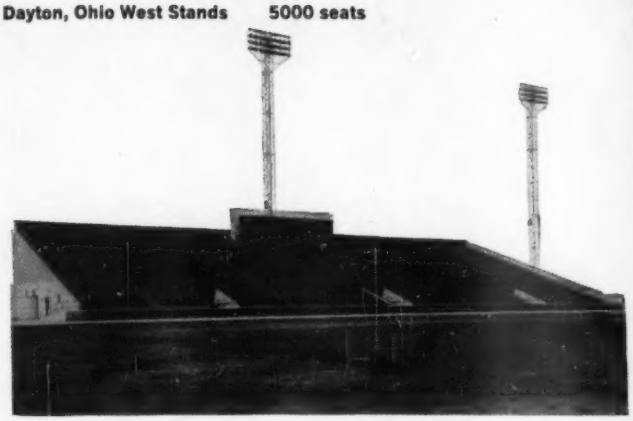


Jennings, La. 1850 seats

Quakertown, Pa. 1170 seats

Long Beach, Calif. 2000 seats

Dayton, Ohio West Stands 5000 seats



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